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ABSTRACT

This guide focuses on the needs of high school women students. It attempts to help counselors develop open attitudes and non-discriminatory policies and practices in educating and training women for satisfying, non-stereotyped careers and life-roles. The manual provides separate, creative program strategies that vary in importance, difficulty, commitment to policy change, traditional nature, and pre-implementation planning; none is prerequisite to another. Strategies are offered to initiate a vocational readiness program, to expand career options for women, to involve women students in career guidance policy-making, to organize student career awareness groups, to introduce more diversity in role model activities, to encourage mentoring, to locate sex-fair guidance inventories, to remediate the curriculum with women's studies, to develop school-community cooperative activities, to provide inservice training for staff, and to obtain current and specific career resource material for young women students. To aid the final strategy, seven separate resource lists suggest a basic book collection, films, miscellaneous program materials, other publications and resources, national women's professional organizations, national women's organizations, and national organizations for job discrimination and women's rights. (Author/LS)

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PREPARING YOUNG WOMEN FOR TOMORROW

A Handbook of Career Counseling Strategies
for
Intermediate and High School Women

MONOGRAPH NO. 1

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Let me publically thank my friends, Carolyn Heine and Madeline Mixer, who helped develop the *Marriage Game* when we were all looking for something motivational to present to young women. The game has been distributed by the thousands.

Nicki Toomey did the editing of the manuscript and was an inspirational helper.

Shirley Majchrzak

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INTRODUCTION

"What do women want? Dear God:
What do they want?"

Sigmund Freud

"Women want, dear God, to be treated
as persons. Most of us do not want
to lay aside our femininity but to
gather it up into a higher unity in
which we are fully women and fully
human."

As helpers, we must accept the fact that the young women we counsel are individuals--that they come from dissimilar heritages with dissimilar, acquired skills and expectations. Our goal, then, in this handbook is to acknowledge these differences and to encourage the use of a variety of programs or projects so that all women will have the opportunity to develop to their highest potential in accordance with their personal objectives. Further, we must realize that goals set without adequate information and understanding are goals which may lead to frustration and maladjustment: many people make good judgements based on faulty assumptions because their data bases are inadequate. It is important to make careful note of this as we consider how to help our young women students.

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That a woman can succeed at almost any job a man can do is a well-established fact. Stereotypes exist, however, which limit the vocational choice and occupational opportunities open to women. Of all the "acceptable" roles for women, that of wife-and-mother still predominates. However, the population explosion has forced us to take another look at parenthood. The development of modern methods of contraception, changing abortion laws and the social necessity of limiting family size are all bringing about alternatives in family forms and functions which affect how we consider womanpower in the economy and in education.

This matter of women's role is often viewed with emotion and we sometimes take the course of least resistance which feeds into the ignorance of stereotyping. It does take courage to counter emotion with reason (this is no new experience to the educator), but when we consider that 51% of our population is affected, we must make valiant efforts to help in the way we know best, and have accepted responsibility for--by educating.

Today's many educators have adopted the career education concept because it embodies some very broad, forward-looking educational and social goals, and because, as a unifying concept, it affords successive opportunities for youth and adult to choose and prepare for a wide range of careers by dissolving the barriers between academic education and skilltraining. If career education remains flexible, it should be capable of responding to the needs of both Society and Self through a variety of educational and training alternatives for all persons.

Our charge, then, is to focus on the needs of young women students who now suffer inequities in education and employment as well as underutilization and underestimation of their talents and skills. Women have been encouraged to limit their educations and careers to a narrow range of preparatory curricula and occupations. They have been restricted by societal pressures and expectations, cultural biases and myths, which have persisted, unquestioned, for centuries. Now we must develop open attitudes and non-discriminatory policies and practices in educating and training women for satisfying, non-stereotyped careers and life-roles. The task is a difficult one, and it remains our responsibility to find ways to help our women students to understand and to cope with tomorrow.

HOW TO USE THIS HANDBOOK

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This handbook has been organized into STRATEGIES which comprise a frontal attack against the restrictions in life-role choices open to young women. Here is a group of separate tools which may be employed where need is determined:

- strategies that can be implemented quickly with assurance that they have succeeded elsewhere.
- strategies that stimulate creative thinking on the part of skilled personnel.
- strategies to incorporate into a total approach plan to career counseling.

The strategies are all separate, creative programs that are neither equal to each other in importance nor in difficulty. Some require minimum commitment while others will have far-reaching effect on policies. Some are more traditional than others; some will require careful consideration before implementation--none is prerequisite to another.

Certainly there exist variations on the strategies selected for this handbook, as well as other tactics which are not included. This volume means to present some workable and flexible tools, but is not intended to provide a comprehensive career guidance program for women. So total an approach will have to wait until we have experimented with the strategies individually and in combination. The essential thing is that they are at least presented and considered

as options. They are ready for your use if you will use them.

STRATEGY: INITIATE A VOCATIONAL READINESS PROGRAM.

Educational and occupational opportunities for young women have expanded as attitudes toward women workers have become more liberal and as supporting legislation has been provided. Unfortunately, research has indicated that many secondary school age women are ill-prepared to deal with their expanded opportunities, have unrealistic educational and vocational plans, and demonstrate incomplete knowledge of important facts about the world of work. It has also been noted, however, that when presented with information designed to aid in considering future alternatives and making plans for labor force participation women students did change their attitudes and did become more accepting of challenges of employment as well as accepting of employment after marriage.

Vocational Readiness is the type of activity that is necessary to prepare these women for career counseling. It is a remediation program, in a sense, an additional program to provide current and accurate information and to make certain that the student understands the material. The simplest and the most efficient program that can be conducted is presented here. The materials are prepared and need only to be removed from this handbook for duplication. The program must be conducted in small groups, and the entire length of time required is three hours (3 sessions, 1 hour each). A facilitator is needed for each group who can be a peer counselor, as there are no special requirements for the facilitator other than to keep the discussion moving. Ten young women form a group, ages can be mixed, and groups can be structured to be heterogeneous, but this is not essential.

The number of groups that can be conducted in a school is entirely up to your planning and your commitment but it is possible to service all young women this way well within a single school semester, hopefully during their first year at high school.

The sessions should adhere to the following procedure:

Session 1....Play the "Marriage Game". Instructions for the game are attached (each facilitator needs only one copy of the game). The game will stimulate discussion and focus thinkings. The additional material in the kit should be duplicated and distributed to each group member when the time is set for the second session. The participants should be requested to read the material in preparation.

Session 2....Focus the discussion upon the materials in the two articles and two charts, namely the laws against sex-discrimination

and the data on status of women in the work force today. Students should be encouraged to discuss their own feelings about work. "The Sleeping Beauty Script" should be distributed to the group members in preparation for the third session.

Session 3....Discuss whether the participants are involved with Sleeping Beauty Scripting and whether other scripting is possible. On an individual basis they should be referred to the Career Center or into other groups to continue their information gathering and decision making toward career planning.

Note: Over the past seven years, a number of variations of "The Marriage Game" and of Vocational Readiness Programs have been developed (not all are called this), so there is absolutely no reason for you not to incorporate your ideas and creativity. One of the bright versions has been the YWCA Kit for Vocational Readiness, which can be purchased from: YWCA, 1215 Lodi Pl., Los Angeles, California 90038.

State of California
Advisory Commission on the Status of Women

"WHEN I GROW UP I'M GOING TO BE MARRIED"

A Game Which Illustrates How
Time and Circumstance Affect Women

Background and Purpose of the Game. When you ask a little boy what he is going to be when he grows up, he tells you; he may not end up being what he first says, and he may "be" a number of different things over the course of his life, but throughout he is focusing on the work he does. Most little girls say they will be married, period. Yet, data of the U.S. Department of Labor and the California Advisory Commission on the Status of Women show the following: The average life expectancy of women today is 75 years; since childbearing patterns have changed, the average mother of today has 40 years of life ahead of her after her youngest child enters school; 9 out of 10 girls will marry; 8 out of 10 will have children; 1 out of 10 will be employed outside the home for some period of their lives; at least 6 out of 10 will work full time outside their homes for up to 30 years; more than 1 in 10 will be widowed before she is 50; more than 1 in 10 will be heads of families; probably 3 in 10 will be divorced; only 1 in 3 California girls plan to go to college; most girls do not see themselves as problem solvers or achievers; most girls have not been influenced or trained to deal with many of the realities they will face in their lives; society will continue to experience the loss of the talents of many bright women because they are not given early encouragement or because girls believe

they must choose between a family and a career.

The game has limited purposes, but serves as a start toward these goals: (1) To give girls greater awareness of the above realities of women's lives; (2) To give girls experience and self-confidence in dealing with unexpected hardship or altered circumstances; and (3) To motivate girls to alter their current activities and plans so that future pitfalls can be avoided and the maximum potential of their abilities can be realized over the course of their lives.

Instructions. An adult who is knowledgeable of the above statistics and their implications and possibilities "leads" the game. Examples of implications and possibilities are: An unskilled, divorced mother who needs employment usually cannot find child care facilities, and often housing, at a price she can afford; a full-time homemaker doesn't need to wait until her children are grown to continue her education--she can go to school while they are in school; and, 40 years of age is not too late to start a college education, a career, or other fulfilling activity, since on the average, she will live 35 years more. The Commission's 1969 and 1971 Reports can be helpful in preparation for leading the game.

The game is based on the above statistics. There are 10 profiles since the statistics are based on percentages of 10 - 3 girls are profiled to go to college, 1 never marries, 3 are divorced, etc. Before using the game, the "chance factors", which make up the bottom half of each sheet, are to be stapled so they are covered from view.

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Ten girls can play. Before the profiles are distributed, the leader explains that the game illustrates how time and circumstance affect women, reads the above statistics aloud and explains that the profiles are representative of the statistics.

Each girl is given a numbered profile. Four facts are showing which correspond to the marital, childbearing, employment and college statistics above. In turn, each girl is asked to read her 4 facts aloud and is asked what kind of life, based on her personal aspirations and plans, might be built given these circumstances. Not much time should be spent on this part of the game--perhaps 2 or 3 minutes per girl. Its principal purpose is to break the ice, get girls talking about themselves, and to set the stage for the second phase of the game. The starting girl usually has trouble understanding what she is expected to say. The leader helps by asking her if she has thought about a kind of work she would like to do, at what age she thinks she might like to be married, etc., but no one should be pressured to be more specific about their own plans than is easy for them to handle. The leader notes briefly on a duplicate set of profiles key things about each girl, such as "interested in computer programing and plans early marriage", "plans on college, interested in teaching", "artist, no marriage plans", etc.

It is not important whether the 4 profiled facts fit a particular girl's specific plans, or whether her projections when trying to fit them to the facts are realistic. For instance, some girls have said things like, "I plan to be a marine biologist, but this says I don't go to college before marriage, so I suppose my husband and I will just go to college together." The leader should not ask at this point how they are going to afford it. Also, during this segment they are not required to build a whole life--they usually stop at about age 30. Whole-life awareness and "nuts and bolts" realism are dealt with in the second part of the game.

After each girl's "projections" are dealt with in turn, the second phase begins by starting again with profile No. 1. Girl No. 1 is asked to unstaple her profile and read aloud her chance factors. It is then the task of the group, not the particular girl, to work on the problem, although the profiled girl may join in if she wants. It should be made clear, however, that the responsibility lies with the group, working as a team, to try to solve the problem. Group responsibility makes discussion easier, generates more ideas, creates a mutual helping atmosphere, puts no one person "on the spot", and gives all the girls 10 experiences in problem solving and identification with 10 possible "lives" even though each has only 1 profile.

10 First, the immediate problem is dealt with; then, the leader, referring to the notes taken earlier, asks if even in these circumstances there is any way the "real" girl's stated aspirations can ever be reached (in some profiles the latter is not relevant and this aspect should be omitted).

The leader should intrude as little as possible during this segment, but should help if no one has suggestions, and should non-judgmentally add corrective data from time to time. It is unwise to correct or question every unrealistic suggestion, and the leader has to tread the fine line of building the girls' self-confidence on the one hand, and helping them to learn what is really involved in coping with day to day problems on the other. Examples might take the following forms:

1. Profile 1. No one speaks up. The leader might ask: "Could the husband take a second job at night? Could the wife get a part-time job while the children are in school? Which would be best for the family as a whole?"
2. Profile 10. Someone has suggested the wife sell the house. The leader might ask if apartment housing, especially if the children are a girl and a boy, might not be as expensive as the house payment, pick an arbitrary figure for the house payment and inquire whether anybody knows the cost of apartments that would fit the family's needs.

3. Profile 3. The profiled girl's real aspiration was to be a librarian. If no one else suggests it, the leader might ask: "Why couldn't she go to college now? It takes 5 years to get the degree. She'd have 30 years to be what she wants. Older people, believe it or not, need to like what they're doing and have something to look forward to as much as young people do."

After the problem has been dealt with, the group is asked to discuss how early planning or action might have prevented the problem, and/or how the particular girl's aspirations could most easily have been reached. This process is repeated until each girl's "altered" life has been dealt with.

Extending the Game. A variety of extensions are possible. One would be to ask the girls to do some "detective work". Using their own profiles, girls could be asked to find out and report back the cost and availability of the various kinds of child care (just finding out how to find out is a challenge); what jobs and pay for secretaries, etc. are listed in help wanted ads and whether public transportation to and from specific listings is available; whether local colleges permit part-time students for the particular major the girl has in mind and what the costs are; what current housing and transportation costs are to fit the needs of the profiled family, etc.

Cautionary Note. The "life style" within the 10 chance factors, when taken together, may be unsuitable for specific populations. Adult professionals utilizing the game should analyze the general life styles involved and should revise the context in which "happenings" take place, so that specific populations can identify generally with a sufficient number of life styles. It is impossible to say how many is "sufficient", and experimentation is obviously necessary. The overall population statistics listed on page 1 should remain the same, however, even if styles are changed, e.g.: The divorce statistic is 3/10, yet in some populations, divorce is endemic. But, when girls from such populations learn that it isn't inevitable elsewhere, they can see new possibilities for themselves, especially in the overall "helping-solving-preventing" context of the game.

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WHEN I GROW UP I'M GOING TO BE MARRIED

Profile 1

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors

You work as a secretary for two years before your marriage. You have two children. Your husband's job seems promising, but he doesn't advance as quickly as he hoped, and when the children are 7 and 9, you and he realize that with the high cost of medical and dental care, taxes, saving for the children to go to college, and wanting to buy a home, one salary just will not do it.

What do you do?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 2

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You complete your college education before marriage.

Chance Factors

12 You "fall into" a dream job soon after graduation from college, and two years later meet and marry a young man with a promising future in another field from yours. You keep on working after your two children are born because you love your work and you are rising fast in your company. Ten years later when you are near the top your company is bought outright by a large conglomerate. The whole firm is to be moved to New York and you are offered the directorship. There are no opportunities for you at your level if you switch to another company in your field here in town. Opportunities for your husband in New York are unknown.

How do you approach this situation?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 3

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before marriage.

Chance Factors

You work a year and are married at 19. You enjoy your 20 years of homemaking, but when you are 40 your children are all but

grown. You don't want to just sit home for another 35 years.

What can you do?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 4

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before you marry.

Chance Factors

You go to work for the telephone company when you are 18. Two years later you marry a handsome, dashing line repairman, and by the time you are 26 you have 3 children. Your husband is assigned to emergency repair work in remote places--is home less and less, starts playing around with other women, and doesn't send home money regularly for you and the family. You try for three years to straighten things out, but at age 30 things are worse rather than better, and you get a divorce. The court awards you some alimony (now known as support) and child support, but it is not enough to live on and there is very little community property--pretty much just clothing and furniture.

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How can you cope?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 5

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period in your life.
You complete two years of college before your marriage.

Chance Factors

You have 3 children. Your husband has a good job and things are going well for the family until you are 34, when your husband is tragically killed in an automobile accident. The children are then 4, 8 and 10. There is some life insurance, but not enough to last very long.

How will you cope?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 6

You will live to be 75 years old.
You will marry.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors

You marry your high school "steady" right after you graduate from high school. He has completed two years of college at that point, and you go to work as a clerk-typist in a law firm to put him through college. He graduates from college and gets a good job. After 5 years in the firm you are promoted to head secretary in the law firm. It is fascinating work, and while you and your husband are disappointed that no children come along, you decide that since you both enjoy the challenges and freedom of your life that you will not adopt children. You are interested in the cases being handled by the firm, but over the next 15 years you find that your secretarial role is less and less challenging. You are 38.

What will you do the rest of your life?

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WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 7

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors

It is apparent within two years that your marriage was a mistake and you are divorced. You remarry when you are 24 and have 2 children. When you are 35 and the children are 7 and 9, your husband's job and whole field of work is wiped out by automation.

How can the family cope?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 8

You will live to be 75 years old.
You will marry and have children.
You do not go to college before your marriage.

Chance Factors

In your senior year in high school you fall madly in love with an exciting "older man of 29", who is already successful in business. He is of the firm opinion that woman's place is in the home, and states often that no wife of his will ever work. The two of you continue to be generally compatible and remain married all your lives, but over the years his business affairs take up more and more of his time, and he prefers spending his leisure time "with the boys" hunting and fishing. Your children are all off on their own by the time you are 43 years old.

What do you do with the rest of your life?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 9

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You will live to be 75 years old.
You do not go to college before taking your first job.

Chance Factors

Your father dies unexpectedly when you are 17 and your mother is in poor health. You have 4 younger brothers and sisters, the youngest of which is 2, so supporting the family is up to you. You have no practical skills and jobs are scarce, but you get work in a cleaning plant. The pay is not bad, but you are pretty tired by nighttime, especially after seeing to things at home. You have boyfriends, but the ones you really like have their own problems and don't see themselves taking over support of your family. By the time the other children can help out enough so that most of your earnings are not needed for the family, you are 35 years old. You find that at that age, there are very few eligible men around. You never do find one.

What will you do with the rest of your life?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 10

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period in your life.
You complete 3 years of college before your marriage.

Chance Factors

Your fiance graduates from college when you finish your junior year, and he is offered a good job in a town which has no 4-year college. You marry and go with him. When you are 42, and your children are 15 and 17, your husband says he wants a divorce to marry a younger woman. Under California's new divorce law (which became effective in 1970), he can do this and there is nothing you can do about it. The new law also says that you can't get alimony (now known as spousal support) just because you are a woman, but since you have been married for such a long time the court awards you a small amount of "spousal support" for three years and child support until the children are 21. You also get one of the cars and the furniture, which are paid for, and the house, which is only 2/3 paid for. Even with the support money, there is not going to be enough to make ends meet.

How will you cope?

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THE MAJOR FEDERAL LAWS AGAINST SEX DISCRIMINATION

Working women are no longer just a matter of discussion. They are a fact of life. Companies will pay over \$72,000,000 in awards for violations of equal opportunities--mostly because of discrimination against women. The \$72,000,000 stems from only one of the pieces of powerful legislation and court decisions outlining changing organizational responsibilities. In light of these new government regulations, organizations are now compelled to examine any practices that discriminate against women.

It is important that you know what the laws are and who to approach if you find violations of those laws.

Equal Pay Act of 1963 (generally effective June 11, 1964)

As an amendment to the Fair Labor Standards Act (FLSA), this act prohibits discrimination on the basis of sex in the payment of

wages for equal work on jobs that require equal skill, effort, and responsibility, and that are performed under similar working conditions. Its provisions apply to "wages" in the sense of remuneration for employment (including overtime) and to employer contributions for most fringe benefits. In a landmark decision, a Federal appellate court held that women performing work which is "substantially" equal to that of men should receive the same pay. The Supreme Court denied review.

The act, which is enforced by the Department of Labor, specifically prohibits an employer from reducing the wage rate of any employee in order to equalize rates between the sexes. It also prohibits labor organizations from causing or attempting to cause an employer to discriminate against an employee in violation of the equal pay provisions. Not prohibited are wage differentials based on a bona fide seniority or merit system, a system which measures earnings by quantity or quality of production, or any other factor other than sex.

As of July 1, 1972, the protection of the Equal Pay Act was extended to executive, administrative and professional employees and to outside sales personnel, who had previously been exempt from coverage. For example, all employees of educational institutions, public and private, are now protected by the act, as are nonsupervisory and managerial employees in most other organizations and industries. Among the few categories still unprotected are certain public employees and employees in small retail or service establishments.

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Further information is available from field or regional offices of the Employment Standards Administration or from: Wage and Hour Division, Employment Standards Administration, U.S. Department of Labor, 450 Golden Gate Avenue, San Francisco, CA 94102

Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Title VII prohibits discrimination in employment based on sex, as well as on race, color, religion, and national origin, by employers of 15 or more employees, public and private employment agencies, labor organizations with 15 or more members, and labor-management apprenticeship programs. State and local government agencies and public and private educational institutions are now covered, but religious educational institutions or associations are exempt with respect to the employment of individuals of a particular religion. Employers excluded from coverage are Federal and District of Columbia agencies (other than the Federal-State employment service system), federally owned corporations, and Indian tribes. Specifically excluded from the definition of "employee" are State and local elected officials and their personal staff and policy-making appointees.

Discrimination based on race, color, sex, religion or national origin is unlawful in hiring or firing; wages; fringe benefits; classifying, referring, assigning, or promoting employees; extending or assigning use of facilities; training, retraining or apprenticeships; or any other terms, conditions or privileges of employment.

The Equal Employment Opportunity Commission (EEOC), which enforces Title VII, has issued "Guidelines on Discrimination Because of Sex". The guidelines bar hiring based on stereotyped characterization of the sexes, classifications or labeling of "men's jobs" and "women's jobs", or advertising under male or female headings. They specify that the bona fide occupational qualification exemption should be interpreted narrowly, and that State laws which prohibit or limit the employment of women--in certain occupations considered hazardous or in jobs that require lifting or carrying weights in excess of prescribed limits, working during certain hours of the night, or working more than a specified number of hours per day or per week--conflict with and are superseded by Title VII. Accordingly, these "protective" labor laws cannot be used as a reason for refusing to employ women.

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Revised guidelines, issued April 5, 1972, include a provision that, where State laws require minimum wage and overtime pay for women only, an employer not only may not refuse to hire female applicants to avoid this payment but must provide the same benefits for male employees. Similar provisions apply to rest and meal periods and physical facilities, although if an employer can prove that business necessity precludes providing these benefits to both men and women, the employer need not provide them to members of either sex.

The revised guidelines prohibit excluding from employment an applicant or employee because of pregnancy. They state, among other things, that disabilities caused or contributed to by pregnancy, miscarriage, abortion, childbirth and recovery therefrom are, for all job-related purposes, temporary disabilities and should be treated as such under any health or temporary disability insurance or sick leave plan available in connection with employment. Accrual of seniority, reinstatement and payment under such insurance or plan should therefore be applied to disability due to pregnancy or childbirth as to other temporary disabilities.

Where the employer does not have a leave plan, the Women's Bureau suggests that the EEOC be contacted.

Further information is available from regional offices of the EEOC or from: Equal Employment Opportunities, Compliance Regional Office, 300 Montgomery Street, San Francisco, CA 94102 (415) 556-1775.

Executive Order 11246, as amended (effective October 14, 1968)

This order prohibits employment discrimination based on sex, as well as on race, color, religion or national origin, by Federal contractors or subcontractors and contractors who perform work under a federally assisted construction contract exceeding \$10,000. Coverage includes all facilities of the contractor, regardless of whether they are involved in the performance of the Federal contract. The order does not exempt specific kinds of employment or employees.

Prohibited practices include discrimination in recruitment or recruitment advertising; hiring, upgrading, demotion or transfer; layoff or termination; rates of pay or other compensation; and selection for training, including apprenticeship.

The Office of Federal Contract Compliance (OFCC), which enforces the order, has issued "Sex Discrimination Guidelines". The guidelines state, among other things, that contractors may not advertise under male and female classifications, base seniority lists on sex, deny a person a job because of State "protective" labor laws, make distinctions between married and unmarried persons of one sex only, or penalize women in their terms and conditions of employment because they require leave for childbearing. The guidelines also specifically require the granting of a leave of absence to an employee for childbearing and reinstatement to her original job or to a position of like status and pay, without loss of service credits.

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Order No. 4, issued by OFCC on January 30, 1970, required non-construction contractors with 50 or more employees and a contract of \$50,000 or more to take affirmative action, particularly in setting goals and timetables for the employment of minorities in job categories where they have been underutilized. A Revised Order No. 4, requiring goals and timetables for women as well as minorities, was issued in the Federal Register of December 4, 1971, effective immediately. Contractors had 120 days (until April 2, 1972) to incorporate the requirements for women in their existing affirmative action plans.

Further information is available from: Office of Federal Contract Compliance, Employment Standards Administration, 450 Golden Gate Avenue, San Francisco, CA 94102.

The Higher Education Act of 1972, Title IX states:

No persons in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or excluded from actively receiving federal financial assistance.

This applies to public or private pre-school, elementary or secondary schools and institutions of vocational, professional and higher education. Exempt are certain institutions controlled by religious organizations as well as schools training individuals for the U.S. Military Service or Merchant Marine.

The law empowers the Department of Health Education and Welfare to regulate the admissions, student assignment and faculty employment practices of most institutions of higher education on penalty of a cutoff of federal funds. It also gives HEW control over the large federal scholarship program, "the basic opportunity grant".

The Comprehensive Health Manpower Act of 1971 prohibits sex discrimination in admission to the nation's medical schools. The Department of HEW is prohibited from granting funds to any medical school which is guilty of discrimination against women in this area. Higher Education Section, OCR-HEW, Phelan Building, San Francisco, CA (415) 556-8780.

Equal Rights Amendment to the United States Constitution

20 This proposed amendment would provide that "Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex", and would authorize the Congress and the States to enforce the amendment by appropriate legislation. The purpose of the proposed amendment would be to provide constitutional protection against laws and official practices that treat men and women differently. The equal rights amendment would insure equal rights under the law for men and women and would secure the right of all persons to equal treatment under the laws and official practices without differentiation based on sex. California ratified the ERA in 1972--so have 34 other states; 4 more are needed for ERA to be passed. Citizens' Advisory Council on the Status of Women, Washington, D.C. 20210

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION

Women's Bureau
Washington, D.C. 20210

TWENTY FACTS ON WOMEN WORKERS

1. Nine out of ten girls will work at some time in their lives.

2. Most women work because of economic need. Nearly two-thirds of all women workers are single, divorced, widowed or separated, or have husbands whose earnings are less than \$7,000 a year.
3. More than 33 million women are in the labor force; they constitute nearly two-fifths of all workers. Some 4 million women of minority races are in the labor force; they constitute more than two-fifths of all minority workers.
4. Half of all women 18 to 64 years of age are workers.
5. About one-fourth of all women workers hold part-time jobs.
6. Women accounted for three-fifths of the increase in the civilian labor force in the last decade.
7. Labor force participation is highest among women 18 to 24 and 35 to 54 years of age; the median age of women workers is 38 years.
8. The more education a woman has, the greater the likelihood she will seek paid employment. Nearly 7 out of 10 women 45 to 54 years of age with 4 or more years of college are in the labor force.
9. The number of working mothers (women with children under 18) has increased more than eightfold since 1940. They now number 12.7 million, an increase of 3.9 million in the last decade.
10. The 4.4 million working mothers with children under 6 in 1972 had 5.6 million children under 6; the estimated number of licensed day care slots is 905,000.
11. Women workers are concentrated in low-paying dead end jobs. As a result, the average woman worker earns about three-fifths of what a man does, even when both work full time year round.
12. Unemployment was lowest for white adult males (3.6 percent) and highest for minority teenage girls (38.6 percent) in 1972.

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White adult women	4.9 percent
Minority adult men	6.8 percent
Minority adult women	8.8 percent
White teenage boys	14.2 percent
White teenage girls	14.2 percent
Minority teenage boys	29.8 percent

13. About 1 out of 9 families is headed by a woman; almost 2 out of 5 poor families are headed by a woman. About 3 out of 10 black families are headed by a woman; almost 3 out of 5 poor black families are headed by a woman.

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14. It is frequently the wife's earnings which raise a family out of poverty.* In husband-wife families 13 percent have incomes below \$4,000 if the wife does not work; 4 percent when she does work.
 15. Of the workers not covered by the Fair Labor Standards Act (FLSA), 40 percent are women. Fifty-seven percent of all black women workers are not covered by FLSA; the comparable percentage for white women is 22 percent.
 16. The average woman worker is as well educated as the average man worker. Both women and men have completed a median of 12.4 years of schooling.
 17. Women are about two-fifths of all professional and technical workers but only about one-sixth of all nonfarm managers and administrators.
 18. Women are 76 percent of all clerical workers but only 4 percent of all craftsmen and foremen.
 19. The median wage of full-time year-round private household workers was \$1,981 in 1971. Private household workers are protected by minimum wage legislation in only four States. They are protected by virtually no other legislation.
 20. Fully employed women high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.

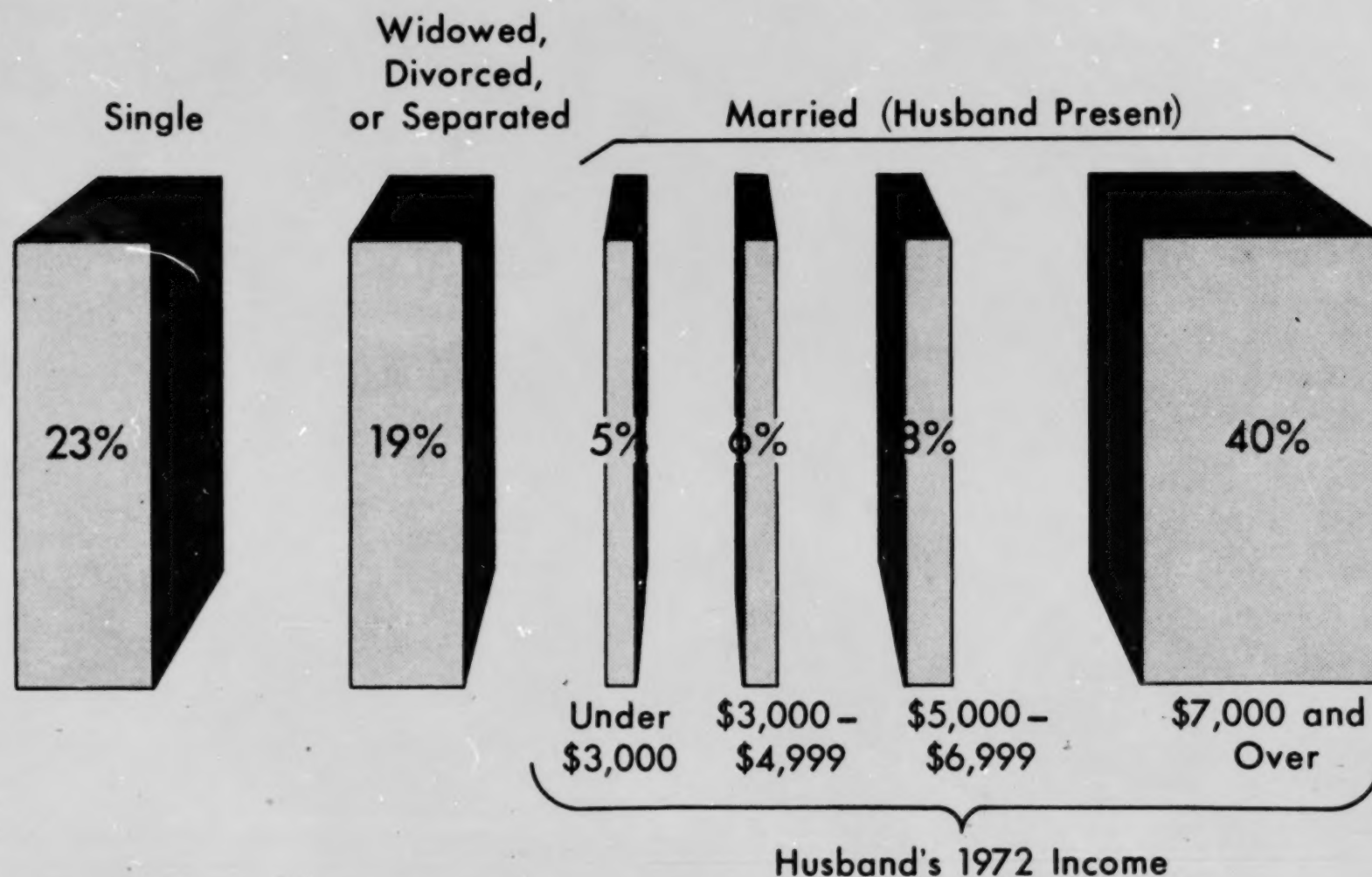
*Classified as poor were those nonfarm families of four with total income of less than \$4,000 in 1971.

Source: U.S. Department of Commerce, Bureau of the Census; U.S. Department of Health, Education and Welfare, National Center for Social Statistics; U.S. Department of Labor, Bureau of Labor Statistics and Wage and Hour Division, Employment Standards Administration.

February 1973

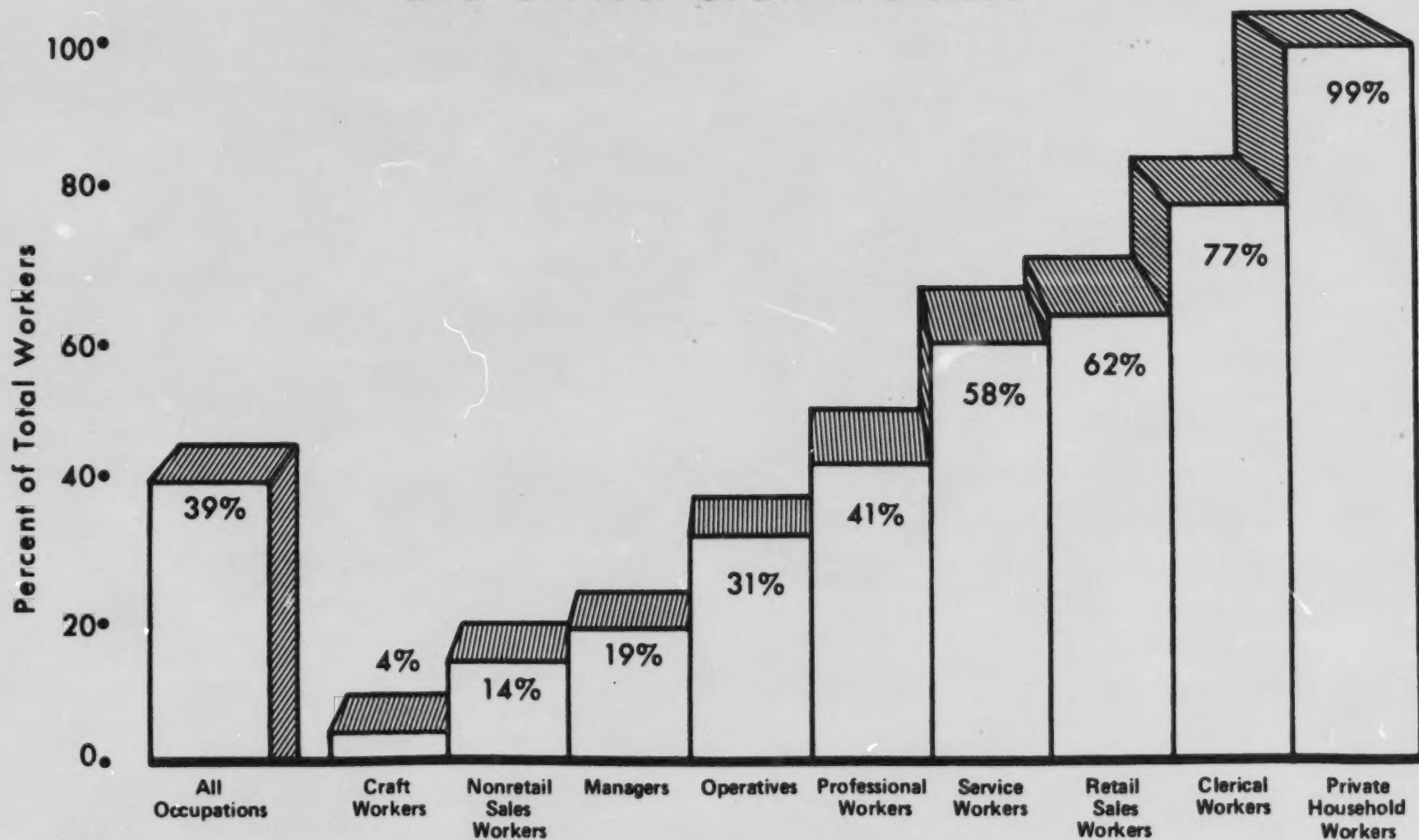
Most Women Work Because of Economic Need

(WOMEN IN THE LABOR FORCE, BY MARITAL STATUS, MARCH 1973)



Source: Prepared by the Women's Bureau, Employment Standards Administration, from data published by the Bureau of Labor Statistics, U.S. Department of Labor.

Women are Underrepresented as Managers and Skilled Craft Workers



Source: Prepared by the Women's Bureau, Employment Standards Administration, from April 1973 data published by the Bureau of Labor Statistics, U.S. Department of Labor.

SLEEPING BEAUTY SCRIPT*

The counseling strategy of Transactional Analysis (TA) believe that people live out a life script. They report that a great many women exhibit a Sleeping Beauty Script. Perhaps you do too?

A typical Sleeping Beauty is one who bases her script identity and destiny almost exclusively on her parent's wishes for her in terms of traditional and stereotyped "femininity". She lacks a sense of personhood and has a weak sense of personal worth or self-identity. Script messages are sent through her first toys which are likely to be baby dolls and play household gadgets at the exclusion of other possibilities. Parents' strokes determine her adaptations. They frown, discounting aggressive or scientific play, and smile when she is clean, quiet and motherly. Her feminine scripting may be reinforced with verbalizations such as: "Isn't she the cute little mother". "See how sweet she is with her baby doll". The little girl begins to think of herself as "little mother", and her other possibilities are discounted.

She generally achieves well in grade school. Teachers like her. Her main adaptive pattern is compliance, which gains her much approval. As she reaches age 12-14, her interests begin to center around her appearance to an extreme degree, often to the detriment of having fun, competing or achieving. For example she may not swim with the gang because her hair and eye-makeup would be spoiled.

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By age 14-16, she adapts her infantile script to adult life and firms up her script destiny as "I'm going to get married and have children" (often the sequence is reversed). When this script goal firms up, she "goes to sleep". Sleeping Beauty sleeps instead of developing her own unique talents and intellect. She sleeps instead of self-actualizing her full potential. In fact, she may play Stupid or practice martyrdom, playing the Victim role

Her sleeping state is easily diagnosed when she makes such statements as:

"I don't need to know math. I'm just going to be a housewife."

"Why should I struggle in college? I'm just going to get married."

At this point marriage and children are the goal, the end in life, not a beginning. She thinks ahead to marriage but is deluded about the realities of marriage and child rearing. These delusions are reinforced by the mass media, which eagerly offers her help to reach her goal. She is encouraged to clean up her breath,

sweeten her arm pits, remove the hair from her legs and to spray away offensive feminine odors.

If she goes to college, she takes the easy course and/or drops out with Mr. Right, her script compliment, who comes along with a kiss (he may want her to help him fulfill his vocational scripting). He is likely to come on authoritarian and prejudicial reinforcing her Parental messages about a woman's place and function. She may play "If it Weren't for Him and/or See What He Makes Me Do?" As one Sleeping Beauty complained, "Why, Edward would have a fit if I went to night school!"

Sleeping Beauty maintains a sense of OKness as long as she follows her script compulsion and is caring for children. However, as her last child approaches age 15-16 she begins to feel lonely, her time is less structured, and depression becomes her main negative stamp collection. By the time her last child leaves, she is around forty years old and may have been to a doctor who prescribes anti-depressants or tranquilizers. If not tranquilizers, she may turn to alcohol.

At this point, her Open End script runs out. She has completed her script and now faces an existential vacuum. No scripting messages come to her rescue to tell her what to do with her time. Some women in desperation, have another baby to fill up the next ten years. This kind of temporary solution only structures time until the script runs out again and the Script Vacuum reoccurs. Then there is only death to wait for.

The moral is that a script should not have a time limit on it, but should be designed to last a whole lifetime, no matter how long that lifetime may be.

*from Jongeward and Scott, "Affirmative Action for Women"

STRATEGY: EXPAND CAREER OPTIONS FOR WOMEN.

Occupational categorizing, which in a peasant society helped simplify the world of work, has come to harm all of us--white males as well as women and minorities--by delimiting the possible contributions of people to fields in which they have little interest or ability.

Women are concentrated in a relatively small number of occupations. Of the more than 250 distinct occupations listed in the Bureau of Census tabulations, fully half of all women workers were employed in only 21 of them. Approximately one-fourth were employed in five occupations: secretary-stenographer, household worker, bookkeeper, elementary school teacher and waitress. (In contrast, 50 percent of the male workers were employed in 64 occupations.) Women account for a smaller proportion of all technical and professional workers today than they did prior to World War II, despite the fact that the number of women in technical and professional occupations has nearly trebled since 1940.

Stereotyping may be the major obstacle to overcome in eliminating sex-biased categorizing because it permeates our society and cannot be banished by fiat. But there are many other hurdles, just as awesome, to potential workers which discourage or prohibit their full participation in appropriate occupations.

Emerging Occupations

Women do have their best chance of success in some of the new and developing occupations which have not been stereotyped as men's jobs. Data processing, city planning and environmental control are examples. These fields incorporate all skill levels from technical through administration and entry as well as promotional opportunities exist here for women. It remains the responsibility of counseling staff to be alert to such developing and emerging occupations and to bring them to the attention of young women, so that they may consider them in their career planning.

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Apprenticeships

Despite the fact that women apprentices in the skilled crafts have been virtually unknown until very recently, women have been doing these "unfeminine" tasks even if only in unskilled capacities. The skilled trade establishment has been composed almost exclusively of males, most of whom have graduated through the apprenticeship system--from the journeyman supervisor to the technical school classroom theory instructor.

Even the apprenticeship representatives in State Government, who have registered apprenticeship training agreements, were generally recruited from the ranks of journeymen, the rationale being that they had experienced, and therefore understood, the apprenticeship system.

So entrenched a mystique has created a tremendous lack of communication and understanding of what an apprenticeship program is and how women can participate. The parents of young women as well as the counseling personnel are equally limited in their knowledge of apprenticeships, but accurate information is available and should be promulgated.

Basically apprenticeship is a method of training workers:

- on the job site
- for a specific length of time, usually 3 to 4 years
- at predetermined rates of pay starting at approximately \$3 to \$5 an hour
- for a range of skills in a particular trade
- with stated hours of classroom instruction
- under written agreement between trainer and trainee

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The usual requirements for apprenticeship are that the applicant be between the ages of 17 and 31, have a high school diploma or G.E.D. and, or course, the desire to learn the trade and a commitment to complete the two to four years of training. Today women have the legal right to become apprentices and that option. It is the responsibility of the school counseling personnel to explore this even further, and provide women with this information. For additional information, call or write: U.S. Department of Labor, Division of Apprenticeship Standards, 455 Golden Gate Avenue, San Francisco, CA 94102 (415) 557-2950 or U.S. Department of Labor, Women's Bureau, 450 Golden Gate Avenue, San Francisco, CA 94102 (415) 556-2377

There is at least one program in the Bay Area which is recruiting, counseling, tutoring and placing women in apprenticeships. Advocates for Women has recently developed this apprenticeship outreach program funded by the Department of Labor. Write or call for more information: Women in Apprenticeship Program, 593 Market Street, Suite 500, San Francisco, CA 94105 (415) 495-6752.

NOTE: The charts on the following pages were prepared by the State of California Apprenticeship Standards Division, which detail the current status of female apprentices and on-the-job trainees.

Blue Collar Occupations

There are four and a half million blue collar women in the work force today. Today's blue collar woman is generally a factory worker, machine operator, cashier, waitress, saleswoman, assembler; she may also be one of the few women who have broken through barriers and are working as construction workers, garbage collectors, diesel-truck drivers, equipment repairworker, coal miner, locomotive engineer, plumber, gas station attendant, and many more 'firsts'.

Despite an occasional breakthrough into a more lucrative trade, the typical blue collar woman is an unskilled operative whose plight is one of frustration, because the work is boring, repetitive and underpaid. Her pay and position in the factory is generally at the bottom. There is nothing liberating for her in her work, unless she becomes more skilled and takes the opportunity to move up the ladder. Women who are prepared to enter these blue-collar fields, therefore should be made cognizant of their rights as workers and of the need to develop additional skills and receive additional training.

OCCUPATIONS WITH ACTIVE FEMALE APPRENTICES, CALIFORNIA

Occupation	Feb. 28 1975	Dec. 1974	Dec. 1973
Auto Mechanic	4	4	2
Auto Parts Technician	4	4	7
Automotive Screw Machine Setup Man	1	—	—
Baker	1	1	1
Barber	16	14	11
Bartender	1	1	—
Boat Builder	1	1	—
Bookbinder	29	30	32
Bricklayer	1	1	1
Cabinet Maker	1	1	1
Carpenter	20	20	12
Cement Mason	3	2	—
Compositor	3	3	7
Computer Programmer-Operator	1	1	1
Cook	4	3	2
Dental Technician	4	3	3
Duplicating Machine Technician	5	4	2
Electric Motor Repairer	1	1	—
Electrician, Construction	3	3	—
Electrician, Industrial	1	1	1
Electrician, Locomotive	1	1	—
Electrician, Marine	1	—	—
Electronics Technician	9	9	8
Embalmer	—	—	1
Glass Blower	1	1	—
Glass Blower, Laboratory Apparatus	—	—	1
Hydroelectric Plant Operator	1	1	—
Instrument Repairman	1	1	—
Iron Worker	1	—	—
Lithographer	6	6	6
Machinist, Electronic	—	—	1
Machinist, General	11	10	1
Meatcutter, Retail	52	50	7
Meat Jobber	1	1	—
Meter Tester	2	1	—
Millwright	—	1	—
Office Machines Mechanic	—	1	—
Optical Technician	7	6	2
Painter, Decorator & Paperhanger	10	10	4
Paperhanger	1	1	—
Photoengraver	1	—	—
Plumber	2	2	1
Roofer	1	1	1
Semi-Conductor Technician, Level 1, Electronics	6	6	9
Sewing Machine Mechanic	2	2	—
Shoe Repairer	—	—	1
Sound Technician	1	1	—
Stationary Engineer	1	1	—
Steamfitter & Industrial Pipefitter	1	1	—
Taper	8	8	10
Taxidermist	1	1	—
Tool & Die Maker	1	1	1
Upholsterer, Auto	2	2	—
Welder	—	—	1
Total	236	224	138
No. of Trades	47	45	30
Total active apprentices, California	34,447	34,984	38,702

Prepared by:
Research and Planning Program
Section
April, 1975

April 2, 1975

Female On-the-Job Trainees (Other than Apprentices), by Occupation, 2/28/75

Occupation	Number of Female Trainees
Assistant manager, finance company	6
Bookkeeping machine opr., I	1
Cashier	1
Correctional officer	4
Deputy sheriff	29
Deputy probation officer	1
Electronics assembler	1
Electro-optical supervisor	1
Fire fighter	2
Food & drug inspector	2
Hair stylist	4
Instrument maker superintendent	1
Insurance clerk	1
Insurance underwriter	3
Layout operator	3
Manager, auto repair shop	1
Manager, admin. support customer engineering	2
Maintenance technician	1
Material coordinator	1
Police officer	6
Production control supervisor	1
Production planner - copy analyst	1
Radio dispatcher	8
State park ranger	4
State traffic officer	26
Stock broker	4
Stock clerk - optical	1
Travel agent	<u>1</u>
Total, female	117
Total, male and female	7,616
Percent, female of total	1.5

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Prepared by:

Research and Program Planning Section

April, 1975

BASIC SKILLS PREPARATION

Before women can be encouraged to enter these types of non-traditional occupations, they must be given the opportunity to find out if they like working with tools, and with their hands. This can be accomplished by encouraging more women into shop and technical courses in our schools. If these classes still are not representative of both sexes within your schools, you need to make an objective study of why this is happening and then plan to remediate this situation.

Consider a course in the mechanical and technical skills, especially for women, in order to promote vocational exploration. The Los Angeles Job Corps Center recently developed such a course with the following curriculum content:

Woodworking: measuring, layout, sawing, cutting and drilling, sanding and gluing, chiseling and planing, learning how to work with wood.

General Assembly and Repair: tools and their use, assembly of model cars and motorcycles, water faucets, electric cord and plug, step ladder, mortise lock, telephone, table lamp, repair portable hairdryer, toaster and coffee maker.

Electronics: tools and their use, wire stripping, tinning (pounding of metal), soldering, making wire splices, learn color code, electronics assembly.

Drafting: tools and their use, read and make blueprints, diagrams, drawings, make a drawing to scale, choose a special drawing project.

This course acquaints the women with certain simple, basic skills that may be required by some kinds of non-traditional jobs and gives them an opportunity to use some of the tools and equipment in these trades.

You may want to introduce a vocational exploration activity by having a day of "work games for women". A series of games using tools, set into an atmosphere of friendly competition can help women understand that they are capable of doing these tasks. One such activity was incorporated into a Vocational Day entitled "Liberated Jobs for Liberated Women", and was extremely successful for staff and for students.

Another way that women can be given opportunity to explore non-traditional occupations is through assignment to vocational exploration programs in the community as is being done now at Oceana High School, Pacifica. Here students are rotated through a number of work stations, many in non-traditional areas, affording women

an equal opportunity to explore. This type of approach is extremely important to pursue, because women need extra exploration to be able to overcome some of the emotional and irrational stereotypes that they have assimilated. Variations may be implemented such as mentoring programs of one day's duration or summer programs which would provide both summer employment and vocational exploration for women. The possible combinations are many; the women students have a tremendous need.

U.S. Government, as Employer and Trainer

Today the armed forces are offering some of the most outstanding opportunities for women, not only in skilled blue-collar work, but in other non-traditional areas, such as administration and military strategy. Now that the officer academies are open to women, they have a complete ladder of career mobility with the armed forces. Obviously, parents as well as young women need to know what these opportunities are, in order to make knowledgeable selections.

Government service, too, is an excellent area for women to find non-traditional employment. Government is the model for the country, in terms of compliance with the law, and it does not discriminate against women in any occupation (or shouldn't). Women are functioning today in far greater numbers in law, engineering and medicine within government facilities, and new occupations such as fire fighting, police work and shipbuilding now encompass good-sized groups of women.

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The list of non-traditional occupations is tremendous principally because so few women have functioned out of the restrictive 21 occupations. Even the women who have been part of the "tokenism" of the past have had very limited experiences with the fantastic opportunities that are yet untapped. Politics is an area where women have made only slight inroads. With the first sizable number of women now in the United States Congress, it is still but a small breakthrough. We have yet to see women at all levels of political life such as legislative analysts or campaign managers.

Management Options

Women in management positions within business and industry are just becoming visible. As the Civil Rights Laws and Affirmative Action plans are being tested in the courts, we are now beginning to see more than token women in management-level positions. The most outstanding example of this is the banking field where 50 percent of the

branch managers are women; and women are found in larger numbers than before at the higher echelons of banking and in such specialized services as international banking and trust accounts. At the same time, we see more male tellers presenting more men at entry-level positions in banking. This growth toward equality is very encouraging because as other industries are forced to avoid manipulating the law, women will be seen in more management positions. Although the law of equality is clear, it is very slow progress because the enforcement follows slowly.

One of the problems faced by women in the management sphere of business and industry has been their lack of preparation, both psychologically and technically. This matter can be remediated by the early education of women in both areas. Young women must become aware of this and plan their career ladders to include management. This option appears in their future and is one they must prepare for now. Women need to develop the attitudes and skills involved in planning budgets and handling money in large sums. They need to be given more responsibility for themselves and for their preparation for the world of work. They need to be taught planning, organizing and evaluation systems and techniques. Some of this content is being presented to classes which contain mostly young men or to groups which have elected to exclude young women. We know that most young women have avoided learning these skills in depth, but women have proven to be capable of learning and applying this type of knowledge. If the material were presented earlier in a young woman's life she could qualify for management jobs sooner.

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Economic Crisis and Jobs for Women

The economic condition of our country certainly has impact on the number of people who will be employed, but there is no indication that women will be forced to leave the labor market before any men are displaced. There are too many women who are heads of households to warrant this happening. Our government will have to find ways to expand the economy so that the unemployed both men and women, can become productive and contributing citizens again. It is a fact that both minority men and women are laid off in greater numbers than white males, but in non-traditional occupations it is far less likely to occur because of the visibility of women and their protection under the law. Women will enjoy greater security in the future, considering some economic fluctuations with opportunity for them to become better trained and with encouragement to enter these areas of employment. Counselors must understand this in order to provide guidance to staff as well as young women students.

STRATEGY: INVOLVE WOMEN STUDENTS IN CAREER GUIDANCE POLICY-MAKING.

It is extremely important that the communication gap between the high school woman student and the institutional personnel be bridged in the matter of career guidance as soon as possible. Because today's young women are going to have to lead different lives than women of the present generation, we must find new ways to capture their interest, to give them encouragement and assistance to accept the realities and make plans for themselves in a world of "unknowns". If they fall into old patterns, they will be unqualified at the times they need jobs, or will not know what to do with themselves when their children grow up and leave home. Moreover, far too many lack confidence in themselves and their potential contributions and therefore will never utilize talents badly needed by our society. These unfulfilled and dissatisfied people can be damaging to themselves and others.

The simplest way to establish communication is to select some young women to consult with the counseling faculty. These women comprise a YOUNG WOMEN'S TASK FORCE ON CAREER COUNSELING. They should be presented with project alternatives and be delegated the task of planning career education activities for women. The extent of their planning and areas of responsibility should be defined by staff and administration before women are recruited and appointed to the Task Force.

The Task Force should be neither too small nor too large--twelve to fifteen young women is about right. The panel should be representative of all ethnic groups, ages, economic classes and career orientations. Task Force appointments should be made with dignity and each member treated with respect. The duration should be for at least one semester--optimally for a school year.

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The group should pattern their functioning after organizations such as the Commission on the Status of Women which gathers information, disseminates their findings and develops programs in response to informational needs. In the school setting, a Task Force would relate their peer concerns to the school administration and counseling personnel, while analyzing student need and organizing appropriate activities. Emphasis on this service to fellow students will encourage careful study of issues and responsible planning.

Many variations can be tried, such as an ad hoc young women's committee working with career team members to plan a Career Day for Women.

The limited experiences of counselors with women students planning their own futures have always been fruitful and communicative because this involvement in self-directed programs

- provides a beneficial experience in accepting responsibility
- develops planning skills which are transferable to higher-level work
- creates a flow of communication that can save much frustration and many costly errors
- illuminates areas that require further development and personal growth

Suggested Reading:

California Commission on the Status of Women
 "Preliminary Report of the Teen-Age Consultation 'Mouth and Ears'".

"Let's Try a Workshop with Teen Women". Order from National Board, YWCA, 600 Lexington Avenue, New York, NY 10022 (75c)

STRATEGY: ORGANIZE STUDENT CAREER AWARENESS GROUPS.

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One outcome of the expanding role of women in the labor market has been to produce a complex of problems for the young female who is entering early states of vocational planning. In addition to her need for occupational information, decision-making experiences and a setting in which to examine her feelings and needs, the adolescent female is also faced with such issues as her emerging life plans of marriage and/or career, cultural biases against women in some occupations regarded as not feminine and a lack of understanding of herself in relation to these forces.

To this purpose, Career Awareness Groups can be extremely helpful to a large number of young women. A variation of this process has been conducted by groups in the women's movement to develop self-awareness. In that context, groups have proved to be successful in moving women from a stage of understanding themselves to one of understanding their position in society--and then to developing coping skills in the light of this awareness. These groups are conducted, both formally and informally, by women's organizations from the most radical to the most conservative and generally are labeled CR or Consciousness Raising Groups. To adapt this method within a school setting for young women in search of understanding themselves and their career planning needs, the following structure is suggested:

1. Membership in these groups must be voluntary. There should be no formal supervision other than to describe guidelines.
2. Eight to ten young women compose a group. They can be self-selected or chosen by counseling personnel to consist of as highly a heterogeneous group as is possible.
3. The group decides upon a meeting time and commits itself to a minimum of two hours weekly up to 16 hours for the total process.
4. A facilitator is chosen from the group who functions to keep the discussion on the topic and to remind each woman to take her turn. Rotating the facilitator role is preferable.
5. The rules for the Career Awareness Group and a list of suggested topics should be duplicated and distributed to group members at the point of organizing the group.
6. Before the first session the article on the following pages: *Bringing Women In: Rewards, Punishments and the Structure of Achievement* by Cynthia Fuchs Epstein, should be duplicated and distributed to each group member for reading and study.
7. The first session will be devoted to discussion of each group member's feelings about success, and thereafter before the ending of the meeting, a topic will be mutually decided upon.
8. After everyone has spoken, an analysis should be made about the common elements in all the experiences: what the common problems were; what kind of personal changes individuals want to make; what keeps them from making them; what kind of help they need.
9. One female counselor should monitor the groups to determine whether the group experience has been helpful to the women students. The manner of gathering this type of data should be at the discretion of the counselor and the group participants.

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RULES FOR CAREER AWARENESS GROUPS

1. A group consists of 8 to 10 women who voluntarily participate in the selection of it's own facilitator. The group meets 2 hours weekly for a minimum of 16 hours. Time, place, topic,

analysis and termination are a common decision of group members.

2. A topic is selected for the next session before adjourning. The group is encouraged to discuss their own feelings about success for the initial session.
3. Share time equally. Each member takes her turn speaking. This should be flexible so that if a woman has a great deal to say, she should be able to do so, but she also needs to be aware of the need for others to speak. Therefore, the group should have some idea as to how much time is available for each member.
4. Confidentiality is a must! No personal information about any group member should be discussed outside the group. Trust is essential to a CA group. There can be no trust if information about a group member is given to outsiders.
5. Listen to each person attentively without interrupting. Each woman has an important experience to relate which should not be judged or challenged. Feelings are valid; no one should be told how to feel.
6. Speak about your personal experiences in specific terms and not in generalizations or abstractions. This increases the feeling of closeness and women learn from each other's personal experience.
7. Strive for complete honesty. This need not be in conflict with protecting the feelings of others.
8. Avoid side remarks to a person sitting close to you. Share all remarks with the group. Comments, questions, opinions are of interest to all members.
9. After everyone has spoken the group should discuss the elements common to all the experiences: what the common problems are, and how they are related to women's role in our society; what personal changes do we want to make, and how.

Suggested Topics:

Do you think a woman should be the President of the United States? How would this affect our country? How would you be affected?

Could you be a "token" woman? How do you think you'd feel about it?

Do you want to do non-traditional work? What kind? What problems do you think you'll have with your family and friends?

BRINGING WOMEN IN: REWARDS, PUNISHMENTS, AND THE STRUCTURE OF ACHIEVEMENT

by
Cynthia Fuchs Epstein

I have found it curious that merely pondering the issue of "women and success" has seemed to raise personal anxiety among my female colleagues as well as in myself. Only recently it occurred to me that this distress was probably a variation of the process that Matina Horner has identified as the motive to avoid success, a syndrome to which women especially fall prey, in this case from simply thinking about women and success.

This analysis will not, however, deal with the psychological dimensions of success. It will be restricted to a set of sociological explanations of the processes that I believe lead to success, or rather, the processes in the society--and thus in the minds of women--that place severe limits on their attainment of success.

It is my conviction that anxiety about success is not the major problem. Although the dynamics of the achievement motivation process remain unclear, we see that while at some levels anxiety destroys motivation, at other levels it drives individuals toward achievement. The far greater problem, I believe, is the general statistical reality that women do not have much success. Perhaps the anxiety that Dr. Horner has so ingeniously identified arises because women's success is in such short supply, and, as with all scarce commodities that we value, we worry about wanting it, feel guilty about having it, and don't quite know how to cope with it when we get it.

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From one analytic perspective, the low incidence of success among women is a pathological state in the society, a state of structural imbalance. Considering the vast participation of women in the occupational sphere and their infinitesimal degree of success, it is apparent that a large investment must be made on their behalf to create even a modest ratio of input to payoff. Until some reasonable ratio is developed, the tiny number of women who have been successful are destined to be regarded as pathological and gender anomalies. In addition, because women are not generally counted among the successful, all women are regarded as deficient. Thus women outside as well as inside the professions and occupations are regarded as second-class citizens, as incompetents dependent on males to make the decision; as giggling magpies who will contaminate the decorum of the male luncheon clubs and bars; as persons who can't be trusted to be colleagues.

I do not think that these last observations are antiquated. Contrary to the beliefs of many, the world has not changed much in the last five years or two months--in spite of the recent legislation aimed at guaranteeing women and other success-deficient groups a larger share of the places at the top. Infor-

mants who wish to remain anonymous report that the male gatekeepers of the channels and the structures of success commonly voice strong objections to bringing women in, suggesting that standards of performance will surely be diminished by their presence. Somewhat contradictorily, these same gatekeepers believe that bringing women in poses unfair competition to the special needs of men: economically, as dutiful providers for the family; and psychologically, because their fragile egos would be impaired. The mixed bag of accusations against women and assertions about their incapacities or special strengths; the images, models of human nature, and the nature of man--all seem to have the consequence of assigning women (and resigning them) to supporting roles in the human drama. They are almost never heroes.

The topic around which the papers in this volume are organized--successful women--is not a simple one; it calls into question the entire set of standards used in assessing women's accomplishments in this society. The underlying assumption in this assessment is the use of occupational criteria of success, the dominant standard in the culture. But in American Society there is actually a double standard of success: one for males, another for females.

Although this forum is directed at examining determinants of success of women in the sciences, it is probably reasonable to assume that similar processes affect women's success in almost any domain.

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One thing is clear about those women regarded as successful in the United States. Women at the top are at the bottom of the top, just as they are at the bottom of any stratum in which they happen to be represented. The occupational spread of women is bottom-heavy. As service workers, women cluster in the lowest paying domestic jobs, ranking lower even than porters and janitors (male jobs); as clerical workers, they hold the lowest ranking jobs as file clerks and typists; in the school system, the women teach and the men administrate. Women lawyers still seem to be found primarily in the specialties considered low ranking, such as matrimonial and real estate work; women doctors cluster in the lower-ranking areas of public health and psychiatry. In the university, women are most often found in the ranks of lecturer and assistant professor, and fade into statistical obscurity as one goes to the top. The best-situated women, those who hold top ranks as professors or lawyers in Wall Street firms, are not really in and of their elites. Even the most talented and productive are balanced at the outer edge or hold ancillary posts as special assistants to the presidents of prestigious institutions, as adjunct or visiting professors. A striking example is the Noble Laureate Maria Mayer, who held auxiliary and adjunct posts for many years of her career, not becoming a full professor of physics (at the University of Chicago) until 1959, when she was 53 years old. Even today, bringing women into elite structures means creating special posts for them, not in the mainstream of a field but

often in the newly created women's specialities--women's studies in English and Sociology; the first law professors appointed in the law schools tend to teach courses on women in the law.

Of course, in the natural sciences women are so few and far between that it is hard to assemble statistics about their specialties. Chance seems to play a big role. I understand, for example, that there are women crystallographers in England who have achieved some distinction and whose careers were developed partly through the sponsorship of Dame Kathleen Lonsdale. Lonsdale herself would have settled down to become a "good wife and mother" after her marriage (as she reports in an article of "reminiscences"), except that her husband pushed her to return to science and Sir William Bragg persuaded the managers of the Royal Institution to provide her with 50 pounds to pay for the services of a daily domestic helper. This was in 1929, and one may assume that many such fellowship awards for the services of a domestic helper have been granted since or are being considered.

The chance award, the especially sensitive husband, the protected work situation, a high degree of accident, the crisis of war--all these idiosyncratic elements have resulted in the success patterns of the few women whom we rate as successes. But there are some more general patterns, as well. Successful women tend more than men to come from higher-income families and to have mothers who have been professional workers. Yet this is not so surprising. The women who come closest to belonging to elites could never have surmounted all the obstacles in their way had they not had some special benefits, had not some of the barriers been lowered. Yet "drift" characterizes even successful women, and their lack of long-range career strategy processes is documented by the studies by Fogarty and the Rapoport of women in top jobs in England and in all the available American literature.

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The pressures on American women not to achieve (in the normative, not the psychological dimension) are strong and more complex than has been realized. Although we have become very sophisticated about early socialization and its clear and present danger to women's careers, there is less cognizance of the later dangers to girl's self-images. The fact that girls do not aspire is not just linked to early socialization and the fact that the mothers in children's primers are never seen reading a book or a newspaper, much less scouting adventure. Long after their earliest influences, girls and women are constantly encountering pressures directing them toward the home as a compelling and socially legitimated activity. No balancing pull exists to keep them in the occupations. My studies on women's careers in law indicated that women were as likely to drop out at the peak of their careers as at the start. The late dropouts were clearly engaged in rather successful and rewarding

activities and usually no longer had young children demanding constant attention. These women had surmounted the obstacles of the early professional years to drop out at a time when they were supposed to have increased career commitment.

Why?

I think that it comes from the general orientation of girls, young women, and even older women, toward "others" (in David Reisman's sense of being "other directed"). Women are constantly urged to consider "Am I doing the right thing?" and "What shall I be or do that will please my husband, children and parents?" Occupational success never comes out as the positive answer to these questions. Pleasing others and doing the "right thing" always means holding back, and retreating from a position of strong ambition and career commitment.

Black women, ironically, are getting subjected to a strong dose of this orientation today as an outgrowth of the black political movement. They are asked to weigh their life choices from the perspective of how their actions will be viewed by black men, rather than from the perspective of how their choices will give them a richer life or a wider set of options.

Men also face the problems of making important life decisions and experience anxiety about competition and the drive to success, but they have the firm approval of a society that says, "Yes, you are a person, a potential contributor to society; you are on the right course; aim high; be something!" That's quite different from the message given women: "Explain why you want to be something or somebody and make sure your reason is a good one."

Women do not hear insistent voices saying they must do, as do men.

Both men and women are probably afraid of the heights of ambition, achievement, and accomplishment; all these have their costs. But men are forced to face their fears. For those who are successful in conquering them, the lives they chart may be rich and meaningful. Women are not challenged to face their fears and thus never lose them, and remain self-doubting. Without the support to do their best, to be their best, and to enjoy doing well, most of those who could "make it", don't.

It was curious to find in my research on black professional women that in spite of enormous obstacles, they could often be their own person, depending on their own resources and not on the coattails of a husband or a mentor, as do so many women of the white middle class, not because black men don't wish to supply the coattails (it is probably gratifying and power-affirming for the male to know he can carry himself and also his wife and family), but because white society makes it impossible for them to do so.

Why could black women be their own persons? Not because there is anything unique about their sense of competence. In fact, they were behaving much like women lawyers I interviewed earlier who came from white immigrant families, who also went to work with enthusiasm and a sense of commitment and purpose. The thread that connected them was the fact that they had to work. That is, the economic rationale--the most legitimate in American Society--gave them the answer to the question that all women face: "Why aren't you at home, and aren't you denying your family something by not being there?"

As a footnote to the question still asked in America about women's capacities for distinction in work, some further data on the black women is instructive. Considering the tiny total pool of black women in the prestigious professions (less than 1,000), of the eleven doctors I interviewed, two had performed groundbreaking research: one in kidney disorders and the other in pediatric blood disorders. Clearly, this indicates that once women get a foot in the door, quality is not a problem.

A further deterrent to women's success stems from the fact that they are asked to demonstrate competence in a range of roles, their female roles as well as their occupational roles, in order to be deemed successes. Occupational excellence is not sufficient for them to be considered really successful. In exchange for this multi-role achievement, women are permitted to perform somewhat less than men in their occupational roles and still be considered a success ("for a woman"). Men, on the other hand, must succeed or fail primarily on the basis of occupational achievement. They get few extra credits for being good husbands and fathers.

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Does society grant women permission to perform less well than men occupationally because of the awareness of the other crucial societal functions women perform? Or is lower performance structured and guaranteed for women, making it idiosyncratic for them to aim for the top and become professional stars?

Consider some of the dimensions of the problem.

There is probably far more compatibility and structure to the performance of women in the institutions of the family and work than appears on the surface.

Each institution supports the other. The demands by the family on the women keep her out of real competition in the occupations; reciprocally, the lack of positive reinforcement she faces in the occupations sends her back to the home to seek rewards there. This may not be the manifest intent of decision-makers in these institutions but the consequences are the same.

Part of this is a phenomenon of simple definition. Although 40% of the work force is composed of women, the cultural view is that women do not work and are in the home. It is an ideal view and not a real one; but it serves the purpose of forming images and placating discontents. Even the women who are working are convinced that they are not really "workers" and do not think in terms of ambitions, goals, demands and rights. They may be pleased that they are permitted to work at all, particularly at interesting work. Consider the professors' wives who have been teaching and research assistants on college campuses through the years. Many or most of these held low ranks but were uncomplaining, aware that many others in their position couldn't get jobs at all.

Women's success also is directly affected by the general system of social control in the occupations. The social control system typically operates to undercut the sense of commitment and ambition of those persons not considered potential members of the elite; it acts to make the route to the top clear only to those deemed the preferred candidates.

Further, it is characteristic of the world of work that the rewards and punishments are supposed to be clear. A man is supposed to feel that if he is clever enough and hard-working enough, he can "make it". True, there are obstacles, and not everyone possesses talent. But there does seem to be some nationality and coherence about the whole process: reward for performance; punishment for failure.

The messages are shaped to be direct, instructive, and motivating for the person who will be brought inside, and to be confusing and exclusionary for women, blacks and others regarded as outsiders.

The problem of demonstration of competence is in itself a problem, which, once recognized, can be justly rewarded and lead to success.

It is often impossible for the aspiring elite recruit who is unwanted to acquire competence, especially the competence learned after formal training, in an informal professional setting. This later training is necessary if the professional is to operate at the highest levels.

There are a number of dimensions to the creation of competence. One was long ago identified by the sociologist Max Weber as "charismatic education", the education of persons selected to assume leadership roles. Weber included in his description not only the technical knowledge necessary to become warrior, medicine man, priest or legal sage, but the secret know-how, and the creation

of a sense of distinction by passing through often torturous initiation ceremonies. But who gets this elite education? What are the selection criteria? Who is permitted to learn the secret chants, the etiquette, the names of the gods, to become able to perform miracles, make discoveries or heal the sick?

The standard selection criteria for graduate education and professional education are fairly well known. But less information is available about the ways in which senior scientists pick members of their research teams, the ways in which authors select collaborators or how chiefs of staff are chosen. There are no civil service exams for any of these elite statuses; entry to structures from which success emanates is problematic.

A degree from a good school will not guarantee that the doctor who graduates high in his class is a brilliant diagnostician, nor can a recently graduated lawyer become a persuasive courtroom advocate through courses in litigation. There are not objective tests for competence at high levels. Here the status-judges of the profession and, to some extent, one's clients bestow the crown of competence. The lawyer doesn't really learn law until he has had the experience of handling actual cases and courtroom situations. He learns partly by trial and error, but better, he learns from the tutoring of an older partner who sees it his duty to guide the neophyte through the maze.

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In science, medicine, law and the academic world (and this is true for business as well), competence is created by exposing the new professional to the tasks giving him the opportunity to learn the techniques and avoid the pitfalls. He must be given access to persons who can help him, and to information about the important people in the system. The accepted newcomer learns by observing and performing because he is put in a position where he can observe and must perform. His important colleagues will watch how he does and give him feedback vital for his improvement as a professional.

Those who teach the young professional and those who lead the professional usually agree that the "appropriate" candidates are competent and will later become more competent in important ways beyond their talents and formal training. They agree, too, that the "inappropriate" candidates cannot become competent. It is believed that those with the "wrong" statuses cannot be part of the subtle, informal collegial system; will be unable to catch the messages, will be ill-prepared in the necessary etiquette of professional behavior and rules of reciprocity, and will be incapable of proper behavior toward a hierarchy that may not be clearly labeled--for them. Cleverness is not sufficient, nor is a professional degree. Because failure is presumed, few act as sponsor for the unwanted professional. "The creation

of competence" is a result of on-the-job training given only when important gatekeepers decide that a person has talent that will develop and that he or she will continue to perform well. Residents in hospitals are picked partly because of their past records as medical students and interns, but mainly on the judgment of potential by senior staff members. The new assistant professor is hired because it is believed that the person will later produce competent works and be a colleague of worth.

In short, gatekeepers can structure success for those whom they judge will become competent. Because they are usually men, no one at the gate asks about their hormones, whether they have lovers, children or spouses. The man of erratic flashes of insight and emotion often will be said to have an interesting mind or a creative nature. He will be told that great things are expected from him and he will be protected from the mundane routines. The woman who is erratic may be labeled a muddlehead. Consider the disesteem suffered by Rosalind Franklin, even though her contributions to current genetic theory were of prime importance. She was considered more odd than a usually "eccentric" scientist.

Women do not fit the image of competence held in the society. The woman's commands are heard as shrill. The study by Fogarty and the Rapoport of English women managers, reports that women's managerial styles are not thought to be successful. Women are said to be more liable than men to nag, to whine, to "flap like wet hens" when something goes wrong, to be unaware of how to handle colleagues, or to react to extremes: "dragons in an older generation, ineffectual nice mice" in the present one; in any case, ineffective as managers, whatever their style. There is a self-fulfilling prophecy in this. Any female command style is interpreted as inept.

Are men constrained to be so perfectly balanced?

But what of the women who do manage to pass the gatekeepers and are judged to be among the potentially competent? For them the key question is whether they are truly brought into the inner core of professional elites.

As we know from early childhood studies, belonging is as much geared to the discipline structure as to the reward structure. It is my hypothesis that women are often not subjected to the disciplines of their professions as are the men, and thus do not learn how to improve or refine their behavior. Often they are rewarded for merely adequate performance (any performance by a woman is considered unique), or their deficiencies are attributed to women as a class of person rather than to the individual. What I am pointing to here is a structure of ambiguity. Women don't know where they stand and may not find out until they realize they are out of the picture entirely. As a class of persons, they

are subject to the subtle cooling-out process that men also experience, but the latter undergo it as individuals. Women are rewarded for irrelevant performances or ignored entirely.

Furthermore, I believe that knowledge that they stand in peripheral places undermines women's motivation. Again we can draw on numerous studies indicating that persons who feel they do not have a stake in an organization have less commitment to it and are more likely to leave. Women are often seduced into a type of high commitment by rewards directed at their sex status (such as affection and attention) rather than their occupational status, money, rank and coauthorship. It is doubtful that the resulting commitment will lead to the major contributions that result in success. The inappropriate rewards women get generate commitment directed to a person, a set of persons, or an institution, rather than more diffusely, to the profession or the discipline.

The secondary rewards women typically receive also pull them off course. They do not compete, nor do they ever put their capacities and talents on the line. Women do not expect or believe that there are tests for them as there are for men, and that, like men, they can succeed or fail in the society on the basis of their occupational contributions.

Were this to happen, they would expect that if they did contribute they would rise in rank and be paid accordingly; they would expect deference and respect. On the other hand, if they did not do well, they could expect the same loss of face that men suffer.

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Equality for women means that they should no longer be judged by a different set of standards, because this has typically meant no standards at all or debilitating ones.

Equality means the right to the same sanctions, fears and punishments: the same set of forces that drive men within the reward structure. Where merit is at issue, there must be one standard for all.

I am suggesting that until now there has been virtually no success for women; not that women have not performed well, but because of the multiple standards, the acceptance of a different set of measures that have cheated them of their due. The work of great women painters is often assessed in comparison with other women painters and not with all painters. Women writers suffer the same fate. I don't think women have ever had much of a chance to demonstrate greatness in architecture or as a jurist. Uniquely in science, the work of women that has surfaced has been given the same assessment as the work of men, because contributions in science defy sexualizing.

More typically, however, women are encouraged to fail. The "new" woman is a perfectly balanced person who does a little of everything--a little writing and research; a little gourmet cooking; a little loving; a little mothering. But nowhere is she expected to rise to the top of her profession or field of work.

Occupational success probably is a developing phenomenon for women. We will probably witness less fear of success and more movement toward success.

A hypothesis has grown out of my research, which can easily be summed up by the old homily that "nothing succeeds like success!"

Women who have had any success find that in fact it is more pleasant than failing. Women who fear taking jobs with authority find that people will listen to them and that they can be effective task leaders and administrators.

Too often we explain phenomena in terms of the charisma of the leader and not the charisma of the office. The person who is given a role with high ranking attached finds that he (or she) is more successful in effecting changes than the person who has a low-ranking position. Success breeds success. Once we cast the mantle of success on a person, the wheels are set in motion for greater authority. (How much more noble is the judge in his robes than in his golf jacket; how much more sage he is on the bench than at the breakfast table.) Women have always been denied this charisma of office, the halo effect of place. (Male colleagues may not hear the wise comments of the female member of the department, but if she is made chairman, their hearing will become more acute.)

I do not anticipate rapid change toward admission of women to the true ingroups of elite structures and stimulation of competence for women at the top. Opening the doors to some women somehow seems to create more apprehension in the hearts of men than opening the doors to members of minority groups. Some of these fears are real, of course. It is certainly true that women, who constitute a substantial pool of the educated and professionally acculturated, could take over a good proportion of men's jobs tomorrow if they were so inclined and were given the opportunity.

I think that given the taste and experience of success, women will not only not fear it any longer, they will actively seek it and enjoy it. Certainly the women in the sciences have proved that as a class of persons, women can do work that meets the criteria for success in this society. Furthermore, the inclusion of more women in the elite sphere will probably do much to raise the general level of talent and discovery in the society.

The stimulation of the intellectual arena comes from the challenge and confrontation of good minds. Bringing women in is likely to make it more productive for the entire society.

*Kundsins, Ruth B., editor, *Women & Success, the Anatomy of Achievement*. New York, William Morrow & Co., 1974.

STRATEGY: INTRODUCE MORE DIVERSITY IN ROLE MODEL ACTIVITIES.

Women are beginning to take new roles in many organizations. Some are even stepping into jobs traditionally labeled "man's work". They are climbing poles for the telephone company, piloting jets for the Navy, selling cars on lots, examining pathological tissue, running data-processing departments and directing traffic at busy intersections. Although these changes are coming all too slowly for many women, changes are happening. In spite of the discouraging statistics about where most women are now, some women are moving ahead and discovering that work within an organization can fulfill and enrich their lives. As we get in touch with the current environment, it's exciting to see women moving into jobs that they have not held before.

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It is unrealistic to think that these women are typical of all women now employed by either the public or the private sector. They do serve, however, as effective models to others in lower levels of employment, for models have been lacking in the lives of working women ever since the nation's women left their houses to work in offices and factories. Seeing and working with women who take professional responsibilities gives other women more options. They can then begin to make new judgments and set new goals about their own capabilities and careers. Until now such opportunities have been rare in most organizations.

Many women have trouble modeling themselves after men. Such women find it easier to identify with other women. Especially is this true in the non-traditional management roles. Women who are trained to think of themselves as subordinates or helpmates to men have difficulty "seeing" the role as equal. In some cases, women have moved into executive jobs by acting in a helpmate role. For example, a woman who keeps the books for her father's small store may end up running the store. A woman starting as a secretary may end up the administrative officer. A woman helping her politically-minded husband may

end up holding the office. Many women feel more comfortable moving up this way. This pattern fits the concept of women succeeding as helpmates rather than as primary up-front people. Even so, such women eventually serve as models.

Referring to models of behavior or appearance is a time-tested tool that can be very effective in communicating messages, as evidenced by their use to promote the values of advertisers. When this method is used in career counseling we must regard models as:

....neither a single "token" nor as representative of all women

....not just "successful" women, for they can be at all stages of evolving

....basically they must be willing to talk frankly and openly with women students and respond to questions, and they must want to be helpful

These models should be of all ages, races, ethnic groups and career orientations. The "perfect" models are difficult to locate and commit to coming to small school functions. Usually, the more rare the woman's career is, the busier she is and the more difficult to make arrangements with. Successful women students at colleges and professional schools, apprentices in training programs and women in non-traditional occupations are generally not only willing but pleased to be involved. (A note of caution: don't expect women workers to be able to leave their jobs for a day time program, unless you get them released from their employers or arrange the programs at different hours when they will be on their own time.)

There is great satisfaction in personal communication with a model, but this may not always be possible. As an alternative, use some ingenuity and some audio-visual equipment: tape interviews (video is ideal) to be played later to small groups.

Too often we expect one woman model to represent not only a career choice, but marriage style, parental style and a host of personal qualities. The Queen Bee or Superwoman role is a debilitating one, not only for the model but the young women who will be experiencing this syndrome. Instead, invite more than one model to any program or event; create panels for presentation on topics you select. Recognize the decided differences among women students and encourage them to invite a wider array of women model panelists.

Don't wait for "career day" programs to use models. There are many women in your own community who would be skillful and willing to come and talk with women students on a variety of topics, such as:

- the history of women in politics
- role of women in policy positions in government
- women's influence on local government
- child-rearing by a working mother
- equal marriage styles
- two career family living patterns
- changing patterns of wives' roles within families
- women's need for failure
- women's need for heterosexual relationships

These types of topics will bring together women from many divergent interests and viewpoints who will be able to impart valuable information thereby becoming models for some women students. It is important to stress their differences in approach, rather than their uniformity to encourage student identification.

SUGGESTED PROJECTS:

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....Use modeling by organizing field trips to observe women in action. Plan and arrange such a day for 100 young women students to be guests of 100 women workers for a day. Community groups such as the Business and Professional Women, American Association of University Women, Women's Division of the Chamber of Commerce, Personnel Women's Association, Soroptomists and Zontas are all organizations that could be interested in cooperating with such a project.

....Develop a library of cassette interviews of women in non-traditional occupations. Cooperate with either journalism or media course instructors for the development of interview questions and implementation.

STRATEGY: ENCOURAGE MENTORING.

For some women to achieve equal opportunity, they will need mentors. In the world of work, the mentor system is a traditional one, operating in a male-dominated society to perpetuate itself. Recently, in a court ruling to provide equal opportunity for women into top-level management, a mentor system was ordered.

Mentors function as a senior to a junior, providing practical opportunities and experiences. Ideally the mentor has selected the person from amid applicants to be "coached" up through an organization. This system operates in the academic world and in all aspects of the business community (both private and public sectors). It even exists within professions, where senior members within a professional organization mentor younger ones through career paths.

Since most systems perpetuate themselves, it is extremely difficult to change existing mentor systems; indeed sometimes they are difficult to identify. The practical way to cope with this problem is to develop a mentoring system for women. This system can consist of either male or female mentors who make an agreement to assist a young women aspirant. How formal an activity this can become will depend on the resources that can be devoted to this type of program.

Start simply. Begin with a few mentors and a few students, then expand the program as the problems are identified and resolved and there are some positive results. The mentoring system can be applied in cooperative-education programming, in career exploration within the community, or within the peer school government system. Once the initial setting is established, a description of the role of the mentor should be developed, including a clear delineation of responsibility. Especially at the outset, mentors should be kept in close communication with school supervising personnel, so that any difficulties can be attended to immediately. From these initial experiences, larger programs can be assembled and implemented which carry with them a proven quality of service.

The concept of mentoring, although with us for quite awhile, needs to be raised to a professional level....try it!

STRATEGY: LOCATE SEX FAIR CAREER GUIDANCE INVENTORIES.

Be cautious. While career guidance inventories are ostensibly designed to help individuals obtain a systematic long-range view of their futures, they can, if used improperly, restrict individual choice rather than expand it.

These inventories may be reflecting a sex bias. The National Institute of Education, Career Education Program Planning Group has recently developed an operation definition of sex bias, which is as follows:

Within the context of career guidance, sex bias results from any factor that might influence a person to limit--or not cause others to limit--his or her consideration of a career solely on the basis of gender.

Reflecting the dual occupational system in which they were designed, the major inventories have generally separated the responses of males and females during the theoretical or developmental stages and typically report different results for males and females as well. This differentiation on the basis of sex may create a limiting effect on the career options available to a person because of gender alone, thus introducing sex bias.

There are at least two ways in which an inventory can be restrictive: (1) it can restrict the scope or range of choices available to an individual, and (2) it can restrict the level of choice. In the former case, persons are limited in the number of fields which they can pursue. For example, males may be excluded from considering domestic or clerical jobs, women from considering mechanical or technical occupations. In the latter case, persons are limited in the depth with which they can pursue a given area. Some inventories, for example, may offer males a wider sampling of professional occupations requiring a great deal of training--such as biologists, physicians and lawyers. Females, on the other hand, may be offered a greater number of entry-level or assistant-level jobs requiring less training--such as medical technician, nurse or legal secretary. In either case, the career guidance inventories may serve to reinforce sex-role stereotypes and close off career options for reasons other than aptitude, interest or demonstrated ability.

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Most of the sex bias in occupational interest inventories results not from malice on the part of the test publishers, but from their desire to provide valid information. Developed on an improved basis, the instruments reflect the cultural stereotypes of persons in the world as it has been--a world in which there is man's work and woman's work--not people's work. Moreover, there has been a great deal of progress in recent years in reducing bias in career guidance inventories. In response to the increase of women in the work force, as well as recommendations made by the Association on Measurement and Evaluation in Guidance (AMEG) Commission on Sex Bias in Measurement, several inventories have been revised and/or renormed. Sex bias does remain, however, to some degree in many of the most commonly used instruments on the market today, so examine them carefully before using them. Use of sex-designated job titles (i.e. postman) and the generic "he" or "she" are a give-away.

Certainly no Career Guidance Inventory should be administered before young women students have the opportunity to experiment with mechanical activities and less traditional technical skills. Even the single experience may reflect itself in the test results.

STRATEGY: REMEDIATE THE CURRICULUM WITH WOMEN'S STUDIES.

Only since 1970 have Women's Studies courses appeared, yet today over 2,000 are taught on 500 campuses. All of these courses are taught at junior colleges and universities primarily to remediate a curriculum which has been the major factor in the declining ambition and motivation of women college students. It is self-evident that women are at the bottom of the academic hierarchy--but it is more alarming to realize how few women, proportionally, even make it to the bottom: how few undergraduates risk graduate and professional schools at all, and how few complete graduate degrees. Even though it is clear that women's high school records are better than their brothers', their vocational aspirations, upon college entrance, are lower.

The rapid growth of Women's Studies is not the result of an organized effort, but rather a response to an idea whose time has come--and whose time has come equally for younger women at the high school level.

Women's Studies have a number of goals: to raise the aspirations of women through an understanding of society; to revitalize the curriculum, reinserting women's contributions and role back into all subject matter; and finally, to develop research and scientific exploration which will remediate sexist mythology.

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There are Women's Study courses on a smorgasbord of topics: biology, psychology, working women, socialization of women, etc. Whether the curriculum can be organized to include a Women's Studies course or whether a mini-course can be structured is at the discretion of school administration. The need is apparent, however, and if creativity and ingenuity were applied, such courses would be held during the next school term.

A course entitled "Man's World, Women's Place" would be excellent, using as a text Elizabeth Janeway's book by the same title. The book, a Delta Publication, is in paperback at \$2.65 and of excellent academic quality. The excitement and motivation that this type of material generates among young women students could enrich the learning environment greatly for everyone.

Some examples of other Women's Studies courses are:

....*Psychology of Women*

....*Women in the Work Force*

-*State Politics and Women Politicians*
-*Politics of Male-Female Relationships*
-*Women in Poetry*
-*History of Women in Science*
-*etc*

Course syllabi--college-level but revisable, are available through KNOW, Inc., P.O. Box 86031, Pittsburgh, Pennsylvania 15221. They have published five volumes which sell separately or as a set for \$17.00.

Other sources of materials for Women's Studies are the following libraries:

- Library of Congress, Washington, D.C.
It contains the full or partial collections on Susan B. Anthony, Carrie Chapman Catt and the National American Woman Suffrage Association.
- Scripps College Library, Claremont, California 91711
The MacPherson Collection contains books in four main subject areas: Woman Suffrage; History of Domestic Employment; Women in the Westward Movement; and Women in the Humanist Tradition. The books are all by or about significant women, with a special interest in women "firsts" in California.
- Women's History Research Center Library, 2325 Oak Street, Berkeley, California 94708
It contains a large collection of contemporary materials dealing with all aspects of the Women's Movement. Included are books, periodicals, pamphlets, bibliographies, articles, clippings, tapes and pictures--for research, lending, corresponding and selling. A micro-film of their International Collection is at the University of California at Berkeley library.

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STRATEGY: DEVELOP SCHOOL-COMMUNITY COOPERATIVE ACTIVITIES.

The counseling of young women is more than a school responsibility: it is, and will continue to be, one that belongs to the entire community. This could be said about other youth problems as well, but it is especially true of this matter because the issues are:

....large in scope, involving 51% of the population

....fluid, in ever changing and amorphous form

....pertinent to the lives of everyone, not just
young women

....compelling and requiring discussion in order to
resolve relatively simple problems

Resources for helping young women exist in almost greater numbers outside of the school environment. These people are aware of the current employment conditions and can implement the knowledge of school personnel. They also have accepted roles, when involved properly, of nurturing and assisting young people. The essential ingredient is that they be involved in the planning of activities that will permit them to provide some direct service to young people. What parts of the community will help. For starters try local groups that are:

....women's organizations

....women's movement organizations (feminist)

....professional women's organizations or caucuses

....business women's organizations

....firms from business and industry (they need to comply with affirmative action requirements and therefore need to recruit women workers from the community)

....government agencies who are responsible for affirmative action compliance

....government agencies who are responsible for demonstrating equal employment opportunities

....others which may include: women's church groups, minority-group organizations, politicians, college student organizations, individuals, etc.

When a positive program is started, you will find volunteers coming to your aid from among retired women, mothers, relatives and friends of the students.

To involve the community, here are some simple steps to follow:

1. Locate and develop a list of local community organizations and people who may be interested. Be certain that you have a broad representation of women's organizations including many of the feminist organizations which range from moderate to radical. All

women's organizations agree on the issue of the "equal pay for equal work:", although they differ as to the implementation. These differences are important to communicate. Resource List V, VI, and VII of this handbook will give a "place to start".

2. Bring together a representative group to discuss a specific event or specific need and allow them to do the planning for the activity. Don't prepackage an event and expect not only endorsement but implementation...it doesn't usually work. Do involve the group in (a) accepting the need (b) determining the type of activity to meet this need (c) drawing up implementation plans (d) accepting responsibility for carrying out the plans. The group should either include or have resource people in attendance. They can respond to the issue of need as well as to techniques of implementation.

3. Develop a cadre of volunteers to (a) conduct vocational readiness groups (b) collect, catalogue and circulate career information materials (c) assist with other activities that will assist women students.

4. Encourage the use of peer counselors, senior women students to counsel junior and sophomores. (Selection criteria, training and supervision need to be formulated to insure success of a program of this type.)

5. Involve the parents of young women students in programs so that their knowledge and understanding of current career information for women is raised concurrently with that of their daughters. To this end, the PTA could be an excellent source for some assistance.

6. Encourage the total school community to become aware of programs for young women and to participate in those that are most interesting to them. The more school staff that become involved as observers the more an "aura" of acceptance of the concept will permeate the school attitudes and "mileau".

There are several sources that can be especially helpful to the development of community programs; they are the following local organizations:

U.S. Department of Labor, Women's Bureau:

U.S. Department of Labor, Women's Bureau, has a regional office in San Francisco. The Regional Director has been helpful to our programs in the past, and will be willing to provide

information and assistance in the future. The Women's Bureau has an extensive publication list which is available free and quickly by contacting: Women's Bureau, 450 Golden Gate Avenue, San Francisco, CA 94102 (415) 556-2377.

STRATEGY: PROVIDE INSERVICE TRAINING FOR STAFF.

One of the first things school staff can do to ensure young women students are adequately motivated toward equal opportunities is to avoid using sexist language, especially in relation to the world of work.

The Equal Employment Opportunity Commission is committed to the principle that work and sex are not related; that whoever has job skills or can acquire them must be allowed to compete for jobs for which he or she is qualified. At their direction, businesses have become aware of the job-related sexist statements which had been allowed to circulate freely within their organizations, thereby discouraging choices and encouraging a stereotyped role for women. Following are their guidelines for de-sexing business writing which may apply to school policies and communications:

1. Before releasing a letter, memorandum or report within your organization, ask yourself whether the document has sexist implications. Does it, for example, use "man" or "he" in the generic sense?

2. Use the word "he" to refer only to specific man being discussed. Never use "he" to lump everybody, regardless of sex, generically together.

3. Drop the male pronoun "his" (and "he").

4. Use the all-inclusive wording "he or she".

5. Use job titles and functions instead of a pronoun.

6. Omit pronouns when the sense is not changed.

7. Use the plural collective structure.

8. Use the genderless "one", "person" or "individual".

9. Rephrase the sentence to eliminate pronouns.

10. Use the indefinite article "the" in possessive pronoun situations.

11. Wherever possible, find up-to-date substitutions for words with "-man" or "man" suffix or prefix.

12. Omit the use of the word "girl". To some women this reference is offensive. For this reason it is better not to use the term "girl" or "girls". The definition of "girl" is a female child. One proposal is to eliminate the word "child" altogether in favor of "young woman" or "young man" to suggest a continuum through life.

13. Eliminate courtesy titles. Use the full name alone.
14. Omit salutations in correspondence when in doubt.
15. Reverse the order some of the time when female and male terms are used together.

It seems clear that efforts to diminish the use of male pronouns in job-related matters will be an important step toward eradicating discriminatory attitudes toward women and encouraging women to explore their own non-stereotyped potentials.

Assess your school career counseling program using the National Education Association *Guidelines for Determining Sexual Discrimination in Schools*, a copy of which appears in the handbook. All school staff need training in the matter of sex equality. The American Personnel and Guidance Association is in the process of conducting a National Project funded by the U.S. Office of Education entitled *Sex Equality in Guidance Opportunities* (SEGO). The trainer in the state of California conducts workshops on the following topics: (1) Expanding Options for Girls and Boys; (2) The Law and Sex Equality; (3) The Double-Discrimination: Minority Girls; (4) Strategies for Change. Contact Kay Ragan, Mt. San Antonio College, 1100 N. Grant Avenue, Walnut, CA 91789 for reservations for training.

The San Mateo County Schools will also continue to provide workshops for career guidance personnel in the use of the strategies described in this handbook, and others that are developed.

GUIDELINES FOR DETERMINING SEXUAL DISCRIMINATION IN SCHOOLS

From: *Combating Discrimination in the Schools: Legal Remedies and Guidelines*, a National Education Association Publication.

SCHOOL AND CLASS ASSIGNMENT

1. Are schools segregated by sex?
 - a. If so, are the same courses or programs offered in each school?
 - b. Are vocational schools open to both sexes?
2. Are playground or lunchroom groups segregated by sex?
 - a. As a result of stated or unstated policy?
 - b. As a result of individual choice?

3. Are elementary school classroom groups segregated by race or sex?
 - a. Reading groups?
 - b. Interest groups?
 - c. Math groups?
 - d. Physical education groups?
4. Are high school courses segregated by sex?
 - a. Home economics?
 - b. Industrial Arts?
 - c. Business?
 - d. Physical education?
5. Are teachers and other personnel assigned to schools or classes on the basis of sex? Are there male teachers in the elementary schools?

CURRICULUM DEVELOPMENT AND MATERIALS

1. To what degree do your instructional materials perpetuate sex role stereotypes?
 - a. Are teachers provided the information they need to analyze instructional materials for racist and sexist content?
 - b. Are students encouraged to make critical analyses of materials?
 - c. Are students and teachers encouraged to bring in materials that portray both men and women in positive and nonstereotyped ways?
 - d. Have members of the curriculum development staff developed supplementary materials that avoid sex role stereotypes?
2. Do social science and history courses include the contribution of women?
3. Are health and sex education included in the curriculum?
4. Do graphics, pictures and audio-visuals used in the curriculum present men at home caring for children?
 - a. Are men shown cooking or cleaning?
 - b. Are women shown doing anything other than housework and childcare?
5. Are courses in women's studies included in elementary or secondary curriculum?

COUNSELING AND GUIDANCE PROGRAMS

1. Are counselors available to all students upon request?
2. Do counselors recommend courses on the basis of a student's sex?
3. Is the school using career materials that track boys and girls into specified directions?
4. Do vocational and career counseling and programs provide role models of men and women in a variety of jobs and occupations?
5. Are women proportionately represented on the counseling staff?

SPORTS AND EXTRACURRICULAR ACTIVITIES

1. Are girls' competitive sports programs available?
2. What is the total budget expenditure for physical education?
 - a. For boys' programs?
 - b. For girls' programs?
 - c. For salaries of male coaches?
 - d. For salaries of female coaches?
 - e. For male sports officials?
 - f. For female sports officials?
3. Do girls have equal access to facilities and equipment such as gyms, swimming pools and tennis courts?
4. Are all students encouraged to participate in arts and crafts activities, dance groups, student government?
5. Are extracurricular clubs, honor societies or programs segregated by sex?

TEACHER AND SCHOOL STAFF BEHAVIOR

1. Do teachers or staff use different methods of reward and punishment for boys and girls?
2. Do teachers describe and prescribe classroom activities on the basis of sex? "Why don't the girls bake cookies?"

3. Do teachers' expectations vary with a student's sex?
4. Do teachers use sexist terms like "chick", "baby", "doll", etc.?
5. Does the school offer its staff training about sexism and its implications in the school system?

SCHOOL LEADERSHIP AND PERSONNEL

1. What is the total number of elementary teachers? How many male? female?
2. What is the total number of secondary teachers? How many male? female?
3. What is the total number of elementary administrators? How many male? female?
4. What is the total number of secondary administrators? How many male? female?
5. What is the total number of supervisory personnel? How many male? female?

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STRATEGY: OBTAIN CURRENT AND SPECIFIC CAREER RESOURCE MATERIAL FOR YOUNG WOMEN STUDENTS.

There is no doubt that current career information material is helpful and necessary for young people to have in order to assist them in making their plans for the future. The question is sometimes raised, however, as to whether there is a need for special information for young women apart from young men. Most occupational information (especially that written before 1968) is sex biased, because occupations have long been stereotyped. However,, accurate and current information which relates directly to women is being produced now by Women's Organizations and government agencies. It is essential that the young women students become recipients of this "new" material which separates sex roles from work roles.

One of the major sources of up-to-date career information is the daily papers and popular magazines. Career Centers should be developing a library of current articles and cataloging them for

constant use and reuse. Changes in women's roles are taking place daily, especially in regard to the world of work--all of us need to know about them when they occur. This is not a costly activity, but it does require dedication and organization to accomplish. Needless to say, this service will enable staff and students to contribute as well as consume.

On the following pages are a number of Resource Lists which have been compiled to indicate the location of women's career planning aids. A great many of the materials are free, while others may require some expenditures. These lists are not complete but are initial steps in acquiring material that will motivate young women. Attached are:

Resource List I: A Basic Book Collection

Most of these are in paperback form and should be kept in collections along with other career information for women.

Resource List II: Films

Films are an important part of motivational career information, and should be put to use. The films on this list are known to be available now. A description of each film is given as well as cost information, when known.

Resource List III: Miscellaneous Program Materials

This list includes many other types of materials which can be helpful in augmenting career programs. They range from a theatre production to video tapes.

Resource List IV: Other Publications and Resources

A conglomerate group consisting of newsletters, magazines, etc. which are certainly interesting and probably helpful.

Resource List V: National Women's Professional Organizations

These organizations make an excellent source of both career guidance materials and resource personnel for mentoring and modeling programs.

Resource List VI: National Women's Organizations

These organizations are less involved with career orientation, but deal with a broad range of goals related to women's issues. Most of these organizations have local chapters which would be helpful in developing some school-community programming.

Resource List VII: National Organizations for Job Discrimination and Women's Rights

These organizations have a great deal of information to impart about the legal issues of job hiring practices but can also help women defend their rights. They may have local chapters whose members can provide direct assistance to the young women in your school.

All of these resources can provide an adventure in learning for both students and staff.

RESOURCE LIST I: A BASIC BOOK COLLECTION

BIBLIOGRAPHIES

Grimstad, Kirsten and Susan Rennie, *The New Woman's Survival Catalog*, Coward McCann & Geoghegan, New York, 1973.

Bicker, Mei Liang, *Women at Work, an Annotated Bibliography*, Manpower Research Center, Institute of Industrial Relations, University of California at Los Angeles, 1974. (\$6).

Business and Professional Women's Foundation, *Career Counseling: New Perspectives for Women and Girls*, Business and Professional Women's Foundation, 2012 Massachusetts Avenue, N.W., Washington, D.C. 20036 (50¢).

LEGAL RIGHTS OF WOMEN

Ross, Susan C., *An American Civil Liberties Union Handbook, The Rights of Woman*, Avon Books, New York, 1973 (\$1.25).

A Working Woman's Guide to Her Job Rights, Women's Bureau, U.S. Department of Labor, 450 Golden Gate Avenue, San Francisco, CA, 1974 (60¢).

Women's Job Rights Advocate Handbook, Women's Job Rights, YWCA, 620 Sutter Street, San Francisco, CA 94102 (\$1.25).

Bird, Caroline, *Everything a Woman Needs to Know to Get Paid What She's Worth*, Bantam Books, New York, 1974.

A Matter of Simple Justice, President's Task Force on Women's Rights and Responsibilities. Order from U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00).

WORLD OF WORK

U.S. Department of Labor, *Handbook on Women Workers*. Order from U.S. Government Printing Office, Washington, D.C. 20402, 1969 but new one is due daily.

California Commission on the Status of Women, *California Women, 1971*. Order from Documents Section, State of California, P.O. Box 20191, Sacramento, CA 95820 (\$1.31).

Women's Bureau, U.S. Department of Labor, *Expanding Opportunities for Girls: Their Special Counseling Needs*, U.S. Government Printing Office, Washington, D.C. 20402.

-----*Why Women Work*, Government Printing Office, Washington, D.C. 20402.

-----*Plans for Widening Women's Educational Opportunities*, Government Printing Office, Washington, D.C. 20402.

Burto, Gabrielle, *I'm Running Away From Home, But I'm Not Allowed to Cross the Street*, Avon Books, New York, 1972.

Kreps, Juanita, *Sex in the Marketplace: American Women at Work*, Policy Studies in Employment and Welfare, Johns Hopkins Press, Baltimore, 1971.

Smuts, Robert W., *Women and Work in America*, Schocken Books, New York, 1971.

Van Vorst, Mrs. John, *The Woman Who Toils*, Institute of Industrial Relations, U.C.L.A., 1974.

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Katzell, Mildred and William C. Byham, *Women in the Work Force*, a publication of the Division of Personnel Psychology of the New York State Psychological Association, Behavioral Publications, Inc., New York, 1972.

Galenson, Marjorie, *Women and Work, an International Comparison*, New York State School of Industrial and Labor Relations, Cornell University, 1973.

U.S. Department of Labor, Manpower Research Monograph No. 33, *Women in Apprenticeship--Why Not?*, U.S. Government Printing Office, Washington, D.C. 20402 (75c).

WOMEN'S STUDIES

Gornick, Vivian and Barbara K. Moran, *Women In a Sexist Society*, Basic Books, Inc., New York, 1971.

Toffler, Alvin, editor, *Learning for Tomorrow*, Random House, New York, 1974.

Friedan, Betty, *The Feminine Mystique*, A Dell Book, New York, 1963.

Huber, Joan, editor, *Changing Women in a Changing Society*, University of Chicago Press, Chicago, 1973.

Bird, Caroline, *Born Female*, David McKay Co., New York, 1968.

Carlson, Dale, *Girls are Equal Too*, Atheneum Books, 122 E. 42nd Street, New York (\$6.25).

DeCrow, Karen, *The Young Woman's Guide to Liberation*, Pegasus, A Division of Bobbs-Merrill Co., Inc., 4 West 58th Street, New York (\$4.95).

Voices of the New Feminism, sponsored by the Unitarian Universalist Women's Federation, 22 Beacon Street, Boston, Mass 02108 (\$2.00).

Flexner, Eleanor, *Century of Struggle: Women's Rights, Unfinished Business*, Public Affairs Pamphlet No. 469. Order from Public Affairs Committee, 381 Park Avenue South, New York, NY 10016 (25¢).

Janeway, Elizabeth, *Man's World Woman's Place, a Study in Social Mythology*, A Delta Book, Bell Publishing Co., New York, 1972 (\$2.65).

Bardwick, Judith, editor, *Readings on the Psychology of Women*, Harper and Row Publishers, 1972.

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Stacey, Judith, editor, *And Jill Came Tumbling After: Sexism in American Education*, Dell Publishing, New York, 1974 (\$1.75).

Merrick, Toni, *The American Woman: Her Image and Her Roles*, American Education Publications Social Studies Unit Book, order from American Education Publications, Education Center, Columbus, Ohio 42316 (40¢).

Bem, Sandra and Daryl, *Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work*. Order from the Drs. Bem, Department of Psychology, Stanford University, Stanford, CA 94305.

UPGRADING WOMEN:

Kundsinn, Ruth D, editor, *Women and Success: the Anatomy of Achievement*, William Morrow & Co., Inc., New York, 1974 (\$3.45).

Sabin, Francene, *Women Who Win*, Randon House, New York, (\$3.95).

Loring, Rosalind and Theodora Wells, *Breakthrough: Women Into Management*, Van Nostrand Reinhold Co., New York, 1972.

Lynch, Edith, *The Executive Suite, Feminine Style*, Amacon, a division of American Management Association, 1973.

Theodore, Athena, editor, *The Professional Woman*, Schenkman Publishing Co., Cambridge, Mass, 1971.

COUNSELING

Strainchamp, Ethel, editor, *Rooms With No Views*, compiled by the Media Women's Association, Harper and Row, New York, 1974.

Schwartz, Felice N., Margaret H. Schifter and Susan S. Gillotti, *How to Go to Work When Your Husband is Against It, Your Children Aren't Old Enough, And There's Nothing You Can Do Anyhow*, Simon and Schuster, New York, 1973.

Pogrebin, Letty Cottin, *Getting Yours, How to Make the System Work for the Working Woman*, David McKay Co., Inc., New York, 1975.

Jongeward, Dorothy and Dru Scott, *Affirmative Action for Women*, Addison-Wesley Publishing Co., Menlo Park, CA, 1974.

Matthews, Esther, *Counseling Girls and Women Over the Life Span*, published by the National Vocational Guidance Association, New York, 1972.

Friedman, Sande and Lois C. Schwartz, *No Experience Necessary, a Guide to the Employment for the Female Liberal Arts Graduate*, Dell Publishing Co., New York, 1971.

Mitchell, Joyce Slayton, *I Can Do Anything, Careers and Colleges for Young Women*. Order from College Board Publication, Box 2815, Princeton, New Jersey 08540 (\$4.50).

JOB SEEKING

Bolles, Richard Nelson, *What Color is Your Parachute? A Practical Manual for Job-Hunters and Career Changers*, Ten Speed Press, Box 4310, Berkeley, CA 94704, 1973.

RESOURCE LIST II: FILMS

Films to stimulate young women's interest and understanding about career choices, are not in great abundance, but some do exist and are available for either rental or purchase from the sources listed below. It is best to preview films before using them. Previews can be arranged free with the film distributor under some circumstances. Inquire about this first. (* - indicates that the film is available for rental from the University of California Media Center.)

Never Underestimate the Power of a Woman

Available from the Bureau of Audio-Visual Instruction, University of Wisconsin, 1327 University Avenue, Madison, Wisconsin 53706. \$6.50 rental, \$250 sale. 17 minutes, color. This film is directed primarily at industrial employers and was designed to explore myths about the alleged unsuitability of women for work in a wide range of industrial jobs traditionally filled by men and to motivate attitudinal changes to persuade industry to open up to women those apprenticeship programs traditionally closed to them.

The Story of a Woman Dentist

A free loan film depicting a woman dentist is now available from Association-Sterling Films. Included in the film are interviews with successful women dentists who discuss the personal satisfaction, prestige and rewards they have achieved. The 28 minute, 16mm color film is distributed by Association-Sterling Films, 866 Third Avenue, New York, NY 10022, 1973.

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Other Women, Other Work

A number of women who are working in traditionally male fields are shown. The film is concerned with their drive to find a kind of work that satisfied them. Included are a truck driver, veterinarian, roof shingler, pilot, biologist, carpenter and a woman who does a daily segment on a TV news program. Churchill Films, 662 N. Robertson Blvd., Los Angeles, CA 90069. 20 minutes.

Twelve Like You

Twelve working women who have climbed the career ladder offer advice to the rest of us who follow on how to do it. Robert Drucker, Producer, Calley Curtis Co., 1111 No. Las Palmas, Hollywood, CA 90038, 25 minutes, color.

Anything You Want To Be

1971. 17 minute black and white 16mm sound film; rental \$15, purchase \$110. Produced by Lianne Brandon. The myth and the reality of a young woman's choices for being a grown-up are clearly apparent in this humorous film. Available from New Day Films, P.O. Box 315, Franklin Lake, New Jersey 07417.

The Emerging Woman

1974. 40 minutes, black and white 16mm sound film; rental \$45 - \$75, purchase \$350. It is a thoroughly researched film about the history of women in the United States from the 1800's through the 1960's. Using old engravings, photos and newsreel clips, the film shows the varied economic, social and cultural experiences of women, and shows how her race, sex and class often determined her priorities. Available from Film Images, 17 West 60th Street, New York, NY 10023.

Growing Up Female: As Six Become One

Shows the socialization of the American woman through a personal look into the lives of six females. Their ages range from 4 to 35, and their backgrounds vary from poor black to upper middle class white. We see in action how many forces shape them: parents, teachers, guidance counselors, the media and advertising, pop music and the institution of marriage. New Day Films, P.O. Box 315, Franklin Lakes, New Jersey 07417. 60 minutes, black and white.

*** 51%**

Shows three dramatized episodes designed to convince management (assumed to be men) that women should be given equal opportunity to attain management positions. Each episode portrays a different aspect of prejudice and discrimination against women, and shows managers how they can help correct existing inequities and ensure that all corporate personnel are used to their full potential. Stresses need to evaluate each woman on her individual merits and challenges managers to question their own stereotyped attitudes toward women employees. 1972. Robert Drucker, Producer, Calley Curtis Co., 1111 No. Las Palmas, Hollywood, CA 90038. (UC#8452)

Campaign

This is a stirring documentary account of a grass roots campaign for the office of state senator. Cathy O'Neill, a young woman of wit, charm and intelligence, emerges from the role of housewife and amateur to battle an entrenched incumbent, fund raising, publicity and persuasion. The ending, a heart-breaking photo finish, is a glimpse of the drama of American politics. Churchill Films, 662 N. Robertson Blvd., Los Angeles, CA 90069, 20 minutes.

Betty Tells Her Story

Betty's story is simple: she was invited to a fabulous ball, bought a marvelous dress, modeled it for her friends who thought she was gorgeous--as she tells her story twice, an aura of reflective self-realization is present. A film which can be used effectively with groups interested in women's role in society. New Day Films, P.O. Box 315, Franklin Lakes, New Jersey 07417. 20 minutes, black and white; \$25 rental.

The Women's Film

About women's liberation in the truest and most far-reaching sense of the word. It is political without the usual rhetoric used by the new left; feminist without being anti-male. San Francisco Newsreel, 630 Natoma, San Francisco, CA 94103. 40 minutes, black and white.

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Got To Push

10 minute, black and white; rental \$15. Produced by the Women's Film Co-op. The film is about women garment workers in Boston, their complaints, difficulties, sexism and understanding of the need for solidarity. Since all sound was taken in the factories, you have to strain to hear what the women have to say. Available from the Women's Film Co-op, 200 Main Street, Northhampton, Mass 01060.

Girls At 12

30 minute, color. Girls at twelve talk about growing up. For information write to Career Education Program, National Institute of Education, Department of HEW, Washington, D.C. 20208.

Cloven Horizon

10 minute; rental \$15, purchase, \$150. Produced by Kantelal Rathod. Remarkably beautiful crayon paintings made by Sundaravalli, a 14 year old Indian girl, who, in one month, painted nearly 75 paintings shown in this film. She had never painted before and has not done so since. Available from Film Images, 17 West 60th Street, New York, NY 10023.

Sylvia, Fran and Joy

A film on how three young women feel about the domestic role of housekeeper, wife and mother. Sylvia exemplifies the woman who is working out a sharing of both domestic and wage-earning roles with her husband. Fran, having recently left her husband in part because of her subsidiary role in the marriage, is struggling to find a new life and identity. Joy is the traditional housekeeper-wife-mother who seemingly accepts her role without question. Churchill Films, 662 N. Robertson Blvd., Los Angeles, CA 90069. 25 minutes; black and white.

Assertiveness Training

72

Two 20 minute training films produced to assist in women's courses and counseling women to be more assertive. A series of short open-ended situations are presented, with opportunity for the viewer to practice his or her own responses. APGA, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

*** Where Does All The Money Go?**

30 minutes; rental \$13, sale \$150. Frances Feldman and Bruce McKim discuss the expression of traditions, psychological needs and cultural attitudes in personal and governmental spending, and the unreality of money. (UC # 6777)

*** Wages of Work**

30 minutes; rental \$13, sale \$150. Mary Keyserling and a panel of employment experts discuss why, how, when and where women work, and the effect on family, job and community. (UC #6778)

*** Mariana**

29 minutes; rental \$17. Portrait of a young woman active in the movements for women's rights and social change in Chile. Shows her at the university, where she is a student; at work in a day-care center for the children of working women; and at a factory where, as a member of a government commission investigating working conditions for women, she questions one of the managers. Includes dialogues between Mariana and several women prominent in Chile's national affairs. In Spanish, with English translation. UN Production, 1971. (UC #8450)

Felicia

13 minutes; rental \$8. A 15 year old black girl's quiet inquiry into her life in a segregated community. Filmed in her home, school and neighborhood in Watts, California, in the spring of 1965, shortly before the area was devastated by rioting. Not a "protest" film, but one perceptive and articulate girl's assessment of her situation as part of a minority group and the general frustrations of the Negro population as a whole. Expresses her own observations and feelings about elements of her daily life, including other neighborhoods, college, whites, Watts and the future. (UC #6582) (San Mateo County has this too.)

73

Take This Woman

25 minutes; color; rental \$21. Shows a number of women who fought to obtain unusual or prestigious jobs and examines discrimination against women at the workplace and in schooling and training facilities. Particularly emphasizes cases of women who have been involved in legal actions over job discrimination. Includes interviews with the women in question as well as employers, an official from a film technician's union and a medical school admissions officer. Judge Joan Dempsey Klein, Aileen Hernandez of NOW and California Congresswoman Yvonne Braithwaite Burke relate the general question of employment equality to the overall aims of the women's movement. NBC News Production, narrated by Marsha Hunt, 1971. (UC #9008)

Women, Up The Career Ladder

30 minutes; rental \$15. Candid discussion of views and experiences of eight women who hold responsible positions in business, government and education. Demonstrates the effects of traditional employment practices and attitudes, and raises new questions for change. Presented as a continuing workshop, which simulates a management development course for women at UCLA Extension. Final portion consists of six brief replays of important statements from the troupe; the projector may be stopped to permit audience discussion. 1972. (UC #8723)

*** Women's Place**

52 minutes; color; rental \$35. Traces the influences that create and perpetuate the "traditional" role of women, including children's books and toys (called "rehearsals for domesticity"), film clips and advertising. Shows a brief about whether a woman's place is determined by her hormones; a workshop sponsored by the Anti-Defamation League; a class on the status of housewives in the Women's Studies Department of an Eastern University and a discussion of the problems of older women. Focuses on examples of how women are questioning and attempting to change their roles. 1973. (UC #8953)

74

*** Hey! What About Us? : Sex Role Stereotyping in Schools Series**

15 minutes; color; rental \$17, sale price \$200. Fresh insight into sex role stereotyping in physical activities in schools, including physical education classes, playground games and boisterous behavior in the classroom. For purposes of comparison, the film begins with four situations in which sex role stereotyping often occurs. It considers the exclusion of girls from sports, the reinforcement of the hero ethic in boys, boys from dance, and differential physical interaction of teachers with girls and boys. The first four situations challenge the usual conception of "masculinity" and "femininity" by showing children engaged in activities "typical" of the opposite sex: a girl displays competence in football; a boy excels in dance. Most of the events occur in elementary school setting. 1974. (UC #8939)

*** I Is For Important: Sex Role Stereotyping in School Series**

11 minutes; color; rental \$15, sale price \$160. Focuses on sex role stereotyping in social interactions and emotional expression. Includes sequences depicting sex role biases displayed by teachers in their disciplinary actions and pupil task assignments,

resistance by children to role reversal in kindergarten play, anxiety felt by boys over appearing to be "a sissy" before their peers, frustration experienced by boys who attempt to assume a nurturing role or express emotions such as sorrow or tenderness and the indoctrination of girls with commercial definitions of beauty. The pupils range from kindergarten through eighth grade. 1974. (UC #8945)

*** I Love You, Goodbye**

74 minutes; color; rental \$34. Contemporary feature-length drama about a married woman with three children who realizes that her self-identity is being stifled and leaves her husband and children. Depicts her subsequent transformation from a "model wife, chauffeur and a maid" to a creative, talented and satisfied businesswoman. Features Hope Lane and Earl Holliman. 1974. (UC # 1107)

*** Tell Me Where It Hurts**

78 minutes; color; rental \$34. Warm and human drama about a middle-aged working-class housewife groping for recognition and identity as a person. She begins to question the meaning of her existence, and when her college-age daughter leaves home she gets a job. At the end, she and her husband are reunited; but now as equals. Features Maureen Stapleton and Payl Sorvino. 1974. (UC # 1104)

75

*** Schmeerguntz**

15 minutes; rental \$15. Celebrated, pioneering women's film anticipating the feminist movement of the '70s. Contrasts the romantic, stereotyped "glamor girl" ideal, prevalent in the media, advertising and beauty contests, with the harsher, seamier aspects of woman's commonplace role--the discomfort of pregnancy, the tedium of child care, house-cleaning and other unpleasant routines. In a skillfully executed montage of rapid-fire images, recurring and explicit flashes of morning sickness, garbage, diaper changing and menstruation are intercut with the glamor sequences, insipid music and commentary to produce a powerful, sadonic effect. This memorable film may be found offensive by some viewers, despite its artistry, wit and social value. Many, however, find it forthright and honest. As one viewer said: "Beauty contests are revolting and cleaning diapers, vomiting and toilets are reality." 1964. (UC #8446)

*** To Be Young, Gifted and Black**

90 minutes; color; rental \$37. Sensitive adaptation of the stage production depiction of the life and works of black playwright Lorraine Hansberry, who died of cancer in 1965 at age 34. Ms. Hansberry's most famous play, *A Raisin in the Sun*, made her the youngest American and first Black playwright ever to win the New York Drama Critics Circle Award. (UC #8553)

FILM CATALOGUES

United States Government Service Agency produces a catalog on films of the Women's Movement. Write to: Janice K. Mendenhall, Federal Women's Program Coordinator, General Services Administration, Office of Civil Rights, Washington, D.C. 20405.

A film list entitled "Women in Focus" is obtainable through: Pflaum Publishers, 38 West 5th Street, Dayton, Ohio 45402.

RESOURCE LIST III: MISCELLANEOUS PROGRAM MATERIALS

RECORDS OR TAPES

Women Vs the System (or the Games Men Play)

27 simulated incidents on 2 L.P.s dealing with how we can change the rules of the game through the use of these simulated incidents by looking impartially at both the game and the people who play it. The games are: promotional castaways, business sexology and the chivalry gambit. Great for discussion groups. \$12 from the Audio-Visual Department of the Anti-Defamation League of B'nai Br'rith, 315 Lexington Avenue, New York, NY 10016.

Pacific Tape Library

Pacific Tape Library, 2217 Shattuck Avenue, Berkeley, CA 94704 has a library of tapes on feminism culled from radio programs and are available for purchase. Write for list.

Career Development of Women

This is a series of half hour color video cassettes to assist with in-service workshops, courses on women and in counselor education. The first four deal with (1) Life Career Patterns of Women, (2) Male Perspectives on Women's Changing Roles, (3) New Directions: Junior High, and (4) New Directions: Senior High. Write to: Sunny Hansen, Counseling and Student Personnel Psychology, 139B Burton, University of Minnesota, Minneapolis, MN 55455. 1974.

KITS AND GUIDES

Sexism in Education

A handbook developed by the Emma Willard Task Force on Education, offers a variety of activities for teachers and counselors to look at their own attitudes, their instructional materials and their classroom procedures, as well as suggesting role-playing the consciousness-raising techniques. Available from Emma Willard Task Force, University Station No. 14229, Minneapolis, MN 55414.

Sex-Role Stereotyping

Implications for the Human Services, published by the Minnesota Resource Center for Social Work Education, Augsburg College, Minneapolis, contains a wealth of information and exercises on employment, education, law and social/personal life, with implications for childbearing, employment, education and politics. A special section deals with human services practices and provides 3 case examples for role-playing.

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NEA Resource Kit on Sex Roles in Education

A series of materials being produced by the Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D.C. 20036. It consists of multimedia materials under development (including a film called *Cinderella Is Dead*) and a newsletter to assist in reduction of sex role stereotyping.

Career Exploration for High School Women

Authors Janice Birk and Mary Faith Tanney have created a three-day program for high school women to explore new career and life style possibilities. The optional program includes several exercises, including a Living Careergram, Myths and Realities,

Group Fantasy of "What Can Be" and Roleplaying, 1973. Write Dr. Janice Birk and Dr. Mary Faith Tanney, Counselor, Education Department, University of Maryland, College Park, Maryland 20742.

Learning Kit for Guidance Counselors and Counselor Educators to Aid in the Deliverance of Sex-Fair Counseling

This is a self-administered six-hour training kit designed to help secondary and post-secondary counselors avoid sex-stereotyping in guidance activities, particularly in career counseling. Intended to be used individually or in groups, it will consist of five modules on orientation to the need, the laws and regulations, bias in inventories, bias in interview content and a resource guide. Carol B. Crump, Abt Associates, Inc., 55 Wheeler Street, Cambridge, Mass 02138.

College Women and Career Decisions: A Peer Counseling Program

Members of the Mortar Board Chapter of the University of Georgia have adapted the College Entrance Examination Board's *Decisions and Outcomes* to typical and real life situations faced by college women in making educational and career plans. They trained female students to serve as peer group counselors using the booklet materials; conducted group sessions on decision-making for women students to broaden options and break down stereotypes. They present facts on women and work, then present several capsule cases to help clarify values, look at alternatives, examine risks and develop decision-making strategies.

Vocational Readiness Package

A testing program that consists of 5 components: *Marriage Game*; *I Am a Human Being, Do Not Fold, Mutilate or Staple*; *Career Readiness Checklist*; *Vocational Classification Chart*; and *Wheel of Fortune*. Write to 1215 Lodi Place, YWCA, Los Angeles, CA 90038. (\$25)

GAMES AND SIMULATIONS

Her Story

A simulation by Paul DeKock of male and female roles emphasizing the American woman's circumstances, past and present. Students follow four cycles of learning including surveys, contact projects, research, role playing and discussion. The

author classifies 44 hypotheses about male and female roles into four study cycles--manners and courtship; marriage; family; divorce, jobs, achievements, reform; and nature or nurture. Interact, Box 262, Lakeside, CA 92040.

Joan and Paul: A teaching guide for a role-playing approach to career counseling

Attempts to show through decisions students make for Joan and Paul what might happen to a woman who decides to combine marriage and an academic career. The two make decisions individually and together about further education, work, marriage and children at different decision points. Can be adapted for counseling or teaching. Emma Willard Task Force on Education, 1520 West 27th Street, Minneapolis, MN 55408.

Consciousness Raisers: Twelve games, funny, sharp, and thought-provoking

Written by Verne Moberg. Obtain from the National Education Association Resource Center on Sex Bias in Elementary and Secondary Schools, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Inquire about other materials they may have.

POSTERS

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Prices on posters range from \$1 to \$2. They are purchased directly from the addresses given under each poster.

Golda Meier "But Can She Type?" Black and white poster from: Seattle NOW, 5508 South Orcas, Seattle Wash 98118

"Women Are Not Chicks" Color, order from: Women's Graphics Collective, 852 W. Belmont, Chicago, Ill 60657

"Hire Him, He's Got Great Legs" Black and white, order from: NOW, 47 East 19th Street, New York, NY 10011

"Womanpower" Color with Statue of Liberty. Order from: Women's Heritage Series, 838 - 15th Street, Santa Monica, CA 90403

"If You Want It Done Right--Hire a Woman" Color, order from: Humboldt Women in Art, Eureka Printing Co., Eureka, CA 95501

"Women Working" Color, order from: Women's Graphics Collective, Chicago Women's Liberation Union, 852 W. Belmont, Chicago, Ill 60657

RESOURCE LIST IV: OTHER PUBLICATIONS AND RESOURCES

Woman Today Book Club, Riverside, New Jersey 08075. A bookclub which gives you three books upon application of \$1. Feminist publications.

Ms. Magazine. Subscription for \$10 per year, 123 Garden Street, Marion, Ohio 43302. The most widely read feminist publication. Editor Gloria Steinem.

Workforce, published by Vocations for Social Change, 5951 Canning Street, Oakland, CA 94509. Published every two months. Will send sample copy either free or with 50¢ contribution. A third world publication. Carries job listings of groups that are operating as an active and conscious challenge to mainstream institutions. Also publishes a Resource Directory twice a year that sells for \$1.

Orbit, U.S. Department of Labor, 450 Golden Gate Avenue, Room 10007, San Francisco, CA 94102. Free. Request to be placed on mailing list. A weekly newsletter on new directions and perspectives on Careers for Young Americans.

Woman, Campus Women's Forum, University of California at Berkeley, Berkeley, CA 94704. Monthly listings of women's activities on the Berkeley Campus, women's studies, affirmative action, counseling, caucuses, courses. Available free.

Women and Work, Shelley Nopper, editor, U.S. Department of Labor, 14th and Constitution Avenue, N.W., Room 2138, Washington, D.C. 20210

Women at Work in California, State of California, Employment Development Department, 800 Capitol Mall, Sacramento, CA 94814. By Kathryn S. Karrer. Free. Employment Data and Research Department.

Publications List, U.S. Department of Labor, Women's Bureau, 450 Golden Gate Avenue, San Francisco, CA 94102. Single copies are free.

Women Job Opportunities, Women Job Opportunities, P.O. Box 2732, Dept. 2, Santa Cruz, CA 94063. Now offering individual subscriptions to its monthly publication, a statewide job listing service which sends current job offerings to women's organizations. Yearly subscriptions for a \$5 annual fee are now available.

Women's Studies: Courses and Programs for Higher Education, ERIC High Education Report No. 1, 1973. Written by Lora H. Robinson, American Association of Higher Education, 1 Dupont Circle, Suite 780, Washington, D.C. 20036.

Female Studies I Through V, Know, Inc., P.O. Box 86031, Pittsburgh, PA 15221. Compilations of college course syllabi and reading lists of programs in over 100 colleges. Set cost \$17. Each volume may be purchased separately.

Charting a Life Pattern, 1970, California Commission on the Status of Women, 926 J Street, Room 1003, Sacramento, CA 94814. A graphic display, obtainable free.

The Berkeley Unified School District has developed a *Women's Studies Program* which includes a wide range of curriculum materials made available to the employees of the school district. Many of the materials are also available to the interested public. These include lessons and activities, for grades K through 6, a number of units as well as several reports. Charge for the program materials is nominal; a price list may be obtained by writing to Women's Studies Program, Berkeley Unified Schools, 1720 Oregon Street, Berkeley, CA 94703.

The Women's Counseling Service, 1325 - 14th Avenue, San Francisco, CA 94122, (415) 393-0400, are a group of psychologists providing direct services to women with new feminist sociotherapy. Worth finding out more about in terms of techniques and for referrals.

San Francisco State University has a *Women's Study Program* that confers Master's Degrees. Women's Study Committee, San Francisco, CA 94132.

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Women's History Research Center, Inc., 2325 Oak Street, Berkeley, CA 94708, (415) 524-7772. This small tax-exempt foundation maintains the International Women's History Archive by and about the current women's movement and a Topical Research Library of 2,000 files which document the position of women past and present in all walks of life, in many countries and ethnic groups, in history, in women's organizations, in events and in roles. Publishes catalogues and a Newsletter. The International Women's History Periodical Archive is available on microfilm and is marketed as Herstory, and is currently at libraries in all parts of the country. They are without paid staff, so answers to correspondence is slow...but they will send you a list of their publications and the cost.

RESOURCE LIST V: NATIONAL WOMEN'S PROFESSIONAL ORGANIZATIONS

The most current career information is generally obtained from organizations who are promoting the welfare of the profession.

A great many organizations have sprung up in the past 5 years to support the women in those professions. The list that follows is a "starter" list. It is not definitive, but hopefully accurate. The list relates to national organizations, most of whom will have local chapters in or near your community. Most of the information they will send you is free. Build on this list so that you have many sources of current career information that directly relates to women. Not all the organizations are described because of our lack; we leave the complete annotation to you.

ACCOUNTING

American Society of Women Accountants, 327 S. La Salle Street, Chicago, Ill 60604. Career information for newcomers; professional camaraderie for practicing accountants.

ARCHITECTURE

Association of Women in Architecture, P.O. Box 1, Clayton, MO 63105. Shared concerns for the tiny minority of women architects; plus career information for those interested in entering the field.

Women's Architectural League, c/o 1422 S. Van Ness, Los Angeles, CA 90019.

ART

District of Columbia Registry of Women Artists, 1023 Independence Avenue, S.E., Washington, D.C. 20003. A communications network for women artists; promotes them and their work.

National Federation of Music Clubs, 600 South Michigan Avenue, Suite 1215, Chicago, Ill 60605.

National League of American Pen Women, Inc., 1300 - 17th Street, N.W., Washington, D.C. 20005.

BANKING

National Association of Bank Women, 111 East Wacker Drive, Chicago, Ill 60601. To learn how to prepare for bank management training programs, or to share experiences with other women in banking, join NABW.

Business and Professional Women's Foundation, 2012 Massachusetts Avenue, N.W., Washington, D.C. Research, bibliographies, scholarships, library, information on working women's problems and educational opportunities.

Coalition of 100 Black Women, c/o CTW, 1 Lincoln Plaza, New York, NY 10023. A frankly elite, high-powered union of professional and activist black women to support specific programs and projects.

National Association for Female Executives, 10 East 40th Street, New York, NY 10016. Committed to economic parity (but anti-feminist in its literature).

Professional Women's Caucus, Box 1057, Radio City Station, New York, NY 10019. Works to advance the status and welfare of women who are architects, scientists, engineers, lawyers, doctors and the like.

International Association of Personnel Women, 405 Lexington Avenue, New York, NY 10017. Local chapters in most urban areas.

Women Leaders Round Table, The National Association of Life Underwriters, c/o Union Central Life Insurance Co., 225 Broadway, New York, NY 10007.

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Women's Council of the National Association of Real Estate Boards, 155 East Superior Street, Chicago, Ill 60611.

National Association of Railway Business Women, Inc., 50 East Broad Street, Room 7114, Columbus, Ohio 43215.

National Association of Insurance Women (International), 4828 South Peoria Avenue, Suite 202, Tulsa, Okla 74105.

Credit Women International, 2051 Railway Exchange Building, St. Louis, MO 63101.

Associated Women Executives, 3028 South Norton, Los Angeles, CA 90018.

CONSTRUCTION

National Association of Women in Construction, 346 North Beachwood Drive, Los Angeles, CA 90004.

DESIGN

Fashion Group, Inc., 9 Rockefeller Plaza, New York, NY 10020.

American Institute of Interior Designers, 730 Fifth Avenue, New York, NY 10019.

DOMESTIC WORKERS

Domestic United, 1222 Oaklawn Avenue, Charlotte, North Carolina 28206. Presses for higher pay, benefits and better working conditions for household workers in the state of North Carolina.

National Committee on Household Employment, 8120 Fenton Street, Suite 300, Silver Springs, MD 20910. Get more information about how household workers want to be treated, what is fair or unfair, how to establish a respectful work relationship between employer and domestic. Also news about occasional conferences and organizing tactics.

Progressive Household Technicians, Room 601, 370 Lexington, New York, NY 10017. An activist group with branches in several states. Organizes for better pay and benefits; has created a suggested work contract outlining fair employment policies for domestics.

National Executive Housekeepers Association, Inc., Room 204, Business and Professional Building, Gallipolis, Ohio 45631.

EDUCATION

Adult Education Association--Commission on the Status of Women, c/o Lucile Allen, 1676 Sunset Ridge Drive, Laguna Beach, CA 92651. Enhances opportunities for women in the field of adult education by establishing standards and searching out the facts of discrimination against women.

National Council of Administrative Women in Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

ENGINEERING

Society of Women Engineers, 345 East 47th Street, New York, NY 10017. Today, 90 percent of engineering jobs are not done in mines or on construction sites but in air-conditioned offices. Learn more about engineering career and job opportunities.

FEDERAL SERVICE

Federally Employed Women, 621 National Press Building, Washington, D.C. 20004. Women's advocate group dedicated to eliminating sex discrimination in government jobs.

American Society for Public Administration (ASPA), 1225 Connecticut Avenue, N.W., Washington, D.C. 20036. Encourages women to enter into and continue in public service.

HOME ECONOMICS

American Home Economics Association, 1600 - 20th Street, N.W., Washington, D.C. 20009.

JOURNALISM

American Newspaper Women's Club, Inc., 1607 - 22nd Street, N.W., Washington, D.C. 20008.

Women's National Press Club, National Press Building, 529 - 14th Street, N.W., Washington, D.C. 20004.

Society of Technical Writers and Publishers, Inc., 1010 Vermont Avenue, N.W., Washington, D.C. 20005.

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LAW

National Association of Women Lawyers, American Bar Center, 1155 East 60th Street, Chicago, Ill 60637.

American Bar Association--Law Students Division, 2101 Spruce Street, Philadelphia, PA 19103.

LIBRARIANS

Special Libraries Association, 31 East 10th Street, New York, NY 10003.

American Library Association, 50 East Huron Street, Chicago, Ill 60611.

MEDIA

American Women in Radio and Television, 1321 Connecticut Avenue, N.W., Washington, D.C. 20036. Exchange of ideas among members, conferences, lunches, newsletter, career information on all aspects of broadcasting. Local chapters in several states.

Media Women, 320 Central Park West, New York, NY 10025. Activism, advocacy and consciousness-raising for women employed in the publishing industry; works for improved working conditions and upgrading of image of women in the media.

Women in Communication, 8305-A Shoal Creek Blvd., Austin, TX 78758. Serves and represents women journalists in all media. Publishes magazine and newsletter, honors journalistic excellence with various awards, runs career seminars, nationwide job search service.

MEDICINE

The American Medical Women's Association, 1740 Broadway, New York, NY 10019. Provides statistics, lecturers, film, tapes and career materials. Also operates scholarship, grant and loan programs for aspiring women doctors.

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American Nurses Association, 2420 Pershing Road, Kansas City, MO 64108. Works for the professional and educational progress of nurses in terms of economic improvement and increased funds for nurses training. Career information available for high school, college and re-entry women. Refresher courses and demonstration of new equipment.

American Association of Industrial Nurses, Inc., 170 East 61st Street, New York, NY 10021.

American Association of Medical Record Librarians, 211 East Chicago Avenue, Chicago, Ill 60611.

American Association of Nurse Anesthetists, Suite 3010 Prudential Plaza, Chicago, Ill 60601.

American Dental Assistants Association, Inc., 211 East Chicago Avenue, Chicago, Ill 60611.

American Dental Hygienists' Association, 211 East Chicago Avenue, Chicago, Ill 60611.

American Dietetic Association, 620 North Michigan Avenue, Chicago, Ill 60611.

American Occupational Therapy Association, 251 Park Avenue, South, New York, NY 10010.

American Pharmaceutical Association, 2215 Constitution Avenue, N.W., Washington, D.C. 20037.

American Physical Therapy Association, 1740 Broadway, New York, NY 10019.

American Public Health Association, Inc., 1790 Broadway, New York, NY 10019.

American Society of Medical Technologists, Suite 1600 Hermann Professional Building, Houston, TX 77025.

American Society of Radiologic Technologists, 537 South Main Street, Fond du Lac, Wisc 54935.

American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D.C. 20014.

Association of American Women Dentists, c/o Dr. Josephine Palencia, 1527 West Passyunk Avenue, Philadelphia, PA 19145.

National Association for Practical Nurse Education and Service, Inc., 535 Fifth Avenue, New York, NY 10017.

National Committee for Careers in Medical Technology, 9650 Rockville Pike, Bethesda, MD 20014.

National Federation of Licensed Practical Nurses, Inc., 250 West 57th Street, New York, NY 10019.

National League for Nursing, 10 Columbus Circle, New York, NY 10019.

OFFICE WORK

Women Office Workers (WOW), P.O. Box 439, Planetarium Station, New York, NY 10024. Clerical workers and secretaries meet for consciousness-raising and to discuss organizational strategy to fight for better working conditions, pay and benefits.

Executive Secretaries, Inc., 4950 Wilshire Blvd., Los Angeles, CA 90010.

National Secretaries Association (International), 1103 Grand Avenue, Kansas City, MO 64106.

National Association of Legal Secretaries, 146 North San Fernando Blvd., Burbank, CA 91502.

POLITICS

The National Women's Political Caucus, 1302 - 18th Street, N.W., Washington, D.C. 20036. A multi-partisan, national coalition of women--often with disparate views--seeking common grounds to encourage women's participation in every aspect of political life. Solid and informed advice on running for elective office, where the pay is not always the best but the emotional rewards are considerable.

RECREATION

National Recreation and Parks Association, 1404 New York Avenue, N.W., Washington, D.C. 20005.

SOCIAL SCIENCES

88 *Association for Women in Psychology, M-101 McGraw, Cornell University, Ithaca, NY 14850. Counters the male supremacist bias of psychology and therapy. questions assumptions about what is "normal" for women, promotes research into women's problems and alternate life styles. Also works for equality of both sexes in the profession.*

National Association of Social Workers, 2 Park Avenue, New York, NY 10016.

National Committee for Social Work Careers, 2 Park Avenue, New York, NY 10016.

Western Association for Women in Psychology, c/o Jan Fields, Psychology Department, University of Southern California, Los Angeles, CA 90007.

Women's Caucus for Political Science, 2305 Bancroft Avenue, Los Angeles, CA 90039. Seeks to improve professional opportunities for women political scientists wherever they may work, to advance their professional status and to encourage scholarly research.

American Personnel and Guidance Association, Inc., 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. Has women's task force and operates SEGO (Sex Equality Guidance Opportunities).

California Personnel and Guidance Association, Women's Caucus, 654 East Commonwealth Avenue, Fullerton, CA 92631.

Aims to implement affirmative action legislation in settings of members and to promote and encourage women in leadership.

SCIENCE

Association of Women in Science, 1818 R Street, N.W., Washington, D.C. 20009. Organizing computerized data bank containing resumes of qualified women; promotes equal opportunities for scientifically inclined women; career development assistance.

Society of Women Geographers, 1619 New Hampshire Avenue, N.W., Washington, D.C. 20009.

American Institute of Biological Sciences, 3900 Wisconsin Avenue, N.W., Washington, D.C. 20016.

STEWARDESSES

Stewardesses for Women's Rights, 515 N. Washington, Alexandria, VA 22314. Fights for professionalism, upgrading of image and dignity of the job; encourages mobility ladder for advancement in airlines industry; publishes a newsletter.

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UNION WOMEN

Coalition of Labor Union Women (CLUW), c/o Addie Wyatt, Amalgamated Meat Cutters and Butchers International Union, 4859 South Wabash, Chicago, Ill 60615. When it was founded in the spring of 1974, this group attracted 3,200 women from 58 unions. Their concerns are: securing affirmative action, organizing the unorganized, legislative and political action and participation of women in unions. All women covered by collective bargaining agreements are eligible for membership.

Union Women's Alliance to Gain Equality, 2137 Oregon Street, Berkeley, CA 94705. This group, known as Union W.A.G.E., is dedicated to all rights for women workers whether their adversary be the unions or the employers; encourages greater participation, leadership and organized unionism among women workers; promotes women's issues as valid negotiating demands at the bargaining table.

United Auto Workers Women's Department, 8000 E. Jefferson, Detroit, Michigan 48226. Active proponents of all women's rights legislation, promotes unionization, informs and educates women on health and working condition demands for bargaining.

American Federation of State, County and Municipal Employees, California Chapter, 1245 Lucio Lane, Sacramento, CA 95822. Studies sex discrimination as it affects both paid union staff and elected representatives of the AFSCME, AFL-CIO.

Communications Workers of America (CWA-AFL-CIO), 3960 Wilshire Blvd., Suite 304, Los Angeles, CA 90010. Works for equality with respect to pay, working conditions, employment practices, fringe benefits and status within the union hierarchy, lobbies for day care and enforcement powers for the EEOC.

RESOURCE LIST VI: NATIONAL WOMEN'S ORGANIZATIONS

Economic Think Tank for Women, c/o Center of Policy Research, 475 Riverside Drive, New York, NY 10025. A catalyst discussion and policy-making group that will gauge effect on women of the energy crisis, recession, automation and other societal developments.

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The National Congress of Neighborhood Women, Center for Urban Ethnic Affairs, 4408 Eighth Street, N.E., Washington, D.C. 20017. An organization devoted to the problems of blue collar and other working class women.

National Organization for Women, 5 South Wabash Street, Suite 1615, Chicago, Ill 60603. The grandmother of all the current women's rights groups. Task forces and subcommittees on all issues of interest to women from sexuality to education to employment. Request address of your local chapter and location of NOW job discrimination counseling center nearest you.

New Feminist Talent Associates, 115 West 57 Street, New York, NY 10019. Furnishes lecturers able to discuss and advise women's groups or community organizations on job discrimination and related political and economic issues.

Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009. Impressive research reports, newsletters, legislative analyses and technical assistance, all to advance women's place in education and employment.

Women Employed, 37 South Wabash, Chicago, Ill 60603. Chicago's working women have a functioning pressure group to publicize their plight, improve their status and police sex discrimination violations.

Women's Equity Action League, 538 National Press Building, Washington, D.C. 20004. Promotes economic progress for women, enforcement of anti-discrimination laws, gathers data on women's status in education and professions, government and private industry. Write for address of WEAL division in your state, or for various subcommittees on "Money and Credit", "Legislation", "Want Ads", "Discrimination in Higher Education".

Women for Change, Zale Building, 3000 Diamond Park, Dallas, TX 75247. Talent banks, referrals, speakers, day care, newsletter, library, task forces on employment, legal rights, politics.

Women's Organizations and Leaders Directory, published by Women Today, National Press Building, Washington, D.C. 20004. In 470 pages, 9000 individuals and organizations are listed alphabetically, geographically and by subject. (\$25)

Spanish-Speaking Women's Caucus, c/o Lupe Anguiano, 1900 Littonsville Road, Apt. 1315, Silver Spring, MD 20910. National center for Spanish-speaking women's groups from all over the country.

Women's Caucus, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Works for legislation combating sex discrimination in elementary and secondary education.

Catalyst, 14 East 60th Street, New York, NY 10022. A national non-profit organization that helps to expand career opportunities for college-educated women. Catalyst works directly with women, local resource centers, educators and employers and seeks to open new channels of communication among them. They provide the following services: maintain a national roster of women who are seeking work, with a network of employers and referral centers; produce publications which are self-guidance booklets prepared especially for women who wish to resume study or enter the labor force after an absence. They also have publications dealing with career opportunities (26 in this series). Write for publication list.

**RESOURCE LIST VII: NATIONAL ORGANIZATIONS
FOR JOB DISCRIMINATION AND WOMEN'S RIGHTS**

American Jewish Congress Women's Division, 15 East 84th Street, New York, NY 10028. Initiated investigation of sexist practices of employment agencies and employers who file discriminatory job orders with personnel services. General commitment to women's rights.

Catholic Women for the ERA, 5545 Dunning Place, Cincinnati, Ohio 45227. A new lobbying group formed to promote ratification of the Equal Rights Amendment in those states that have yet to pass it.

Human Rights for Women, 1128 National Press Building, Washington, D.C. 20004. Provides free legal assistance in key sex bias cases, publishes educational materials and researches the legal, economic and social condition of women.

New Women Lawyers, c/o Mary Kelly, 382 Central Park West, New York, NY 10025. Litigates women's rights cases, plans conferences to educate women lawyers in specialties such as job discrimination.

Women's Job Rights, YWCA, 620 Sutter, Room 318, San Francisco, CA 94102. Helps women organize, offers counseling on legal complaints, conducts job discrimination clinics.

Women's Legal Center, 558 Capp Street, San Francisco, CA 94110. Teaches legal skills to laywomen, refers cases to lawyers, initiates class action suits, provides legal counseling on employment problems.

The Women's Lobby, Inc., 1345 G Street, S.F., Washington, D.C. 20003. This group includes skilled lobbyists who are directing their efforts toward child care legislation and discrimination against women in employment, credit, insurance and social security as well as ERA.

Women's Rights Program Unit, U.S. Civil Rights Commission, 1121 Vermont Avenue, N.W., Washington, D.C. 20425. National clearinghouse on women's rights information.

The Women's Rights Project, American Civil Liberties Union, 22 East 40th Street, New York, NY 10017. Has liaison people in 32 states who can advise on legal problems that fall under protection of the U.S. Constitution.

American Association of University Women (AAUW), 2401 Virginia Avenue, N.W., Washington, D.C. 20037. Branches throughout the country. California State Division, 2995 F. Buckingham Way, Fresno, CA 93726, can send branch presidents names. Purpose of the group is to unite college-educated women for their own intellectual growth, to prompt them to utilize their resources and to further the advancement of women; study groups and fellowships for women to advance study.

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National Association of Negro Business and Professional Women's Clubs, 3840 Stocker Street, Los Angeles, CA 90046. A non-profit organization designed to promote and protect the interest of business and professional women; to create and develop opportunities for Black women in business and the professions; and to develop youth through scholarships and enrichment programs.

Alpha Kappa Alpha Sorority, Inc., Far West Region, 4554 Don Felipe Drive, Los Angeles, CA 90043. A predominately Black organization which encourages unity and friendship among college women, studies and helps alleviate problems concerning girls and women. Awards annual scholarships to local deserving students.

Comision Feminil Mexicana Nacional, 26728 Rolling Vista Drive, Lomita, CA 90717. Provides Mexican/Chicana women leadership positions in the community. Disseminates information regarding work and achievement of Mexican women.

Interstate Association of Commissions on the Status of Women, 2929 University Terrace, N.W., Washington, D.C. 20016. Works to change public policy toward women, conducts research,

encourages women to run for public office, provides an information exchange on activities around the country.

League of Women Voters, 1730 N Street, N.W., Washington, D.C. 20036. Non-partisan, non-profit organization promoting political responsibility through informed and active citizen participation in government. Voter service, facts for voters, pros and cons.

Women's Action Alliance, 370 Lexington Avenue, Room 607, New York, NY 10017. Helps women organize local action projects and refers women to sympathetic professionals such as lawyers, psychologists and doctors.

GLOSSARY

Feminist: Advocate or supporter of feminism, which is the theory that women should have political, economic and social rights equal to those of men; also the movement to win such rights for women.

Sexist: Advocate or supporter of sexism.

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Ms: Used as a conventional title of courtesy instead of Mrs. or Miss except when usage requires the substitution of a title or rank or an honorific or professional title before a woman's name.

Sexism: That theory which explains woman's subordinate position in society as a result of a cultural decision to confer direct power on men and only indirect power on women.

Consciousness Raising: Name given to the practice of examining one's personal experience in the light of sexism. Consciousness raising groups (CR) function in the women's movement as a process of attaining self-awareness which is intricately related to the social and political system in which we live.

Women's Studies: Is a field that operates in the following way: (1) learning more about women and bringing the knowledge to the classroom or publishing it in scholarly journals; (2) work is being done to analyze new and old bodies of knowledge from a feminist perspective; and (3) sharing their work with men and women in the hope of fostering changes in their attitudes and behaviors.

Non-Traditional Occupations: Any occupation which has non-traditionally been held by women (discounting the existence

of tokens). These occupations include blue collar, skilled, professional, political and administrative.

Tokenism: That practice of appointing (or hiring) a single (or small group) of women merely to demonstrate that women are "in esse".

Queen Bee Syndrome: A woman who has made it in the "man's world of work", while running a house and family with her left hand. "If I can do it without a whole movement to help me so can all those other women" is her attitude. The Queen Bee tries to be a superwoman, and is as eager to "win" in the traditional feminine role of wife and mother as in her career. She may strive to succeed in the wife-mother role as a way of reassuring herself about her femininity, to resolve conflict over success in a masculine world.

Women's Movement: Women, both organized and individually, who are feminist and who are actively working to promote the equal rights of women. The organizations may function within the realm of education, civil rights, professional advancement, marriage, music and art, health, child care and many other general concerns of women.

ABOUT THE AUTHOR

Shirley Majchrzak received her professional training at San Francisco State University as a Vocational Rehabilitation Counselor. She has been an active organizing member of the California Rehabilitation Counselors Association, and served as its president in 1970-71.

Her commitment to the counseling of young women was escalated when she helped establish the Los Angeles Job Corps Center for women. From the beginning of its operation Mrs. Majchrzak helped to establish the educational, vocational training, vocational counseling and job placement program for the young women of both poverty and minority backgrounds. She has gone on to develop the training manual for the Department of Labor, National Job Corps Program and to consult with all Job Corps centers.

In addition, she has conducted conferences, for improving counseling programs for women with the U.S. Department of Labor, Women's Bureau, and California Commission on the Status of Women, as well as other community organizations.

At UCLA she has developed innovative counseling programs, and is currently directing the Family Rehabilitation Coordinator Project funded by the National Institute of Alcohol Abuse and Alcoholism of the U. S. Department of Health, Education and Welfare.